AMERICAN ANNALS OF THE DEAF

Official Organ

Conference of Executives of American Schools for the Deaf
Convention of American Instructors of the Deaf

LEONARD M. ELSTAD
Editor

POWRIE V. DOCTOR *and* ELIZABETH PEET
Assistant Editors

Under the direction of

CLARENCE J. SETTLES, Florida, 1945
ELWOOD A. STEVENSON, California, 1945
LEONARD M. ELSTAD, Minnesota, 1948
MRS. H. T. POORE, Tennessee, 1948
IGNATIUS BJORLEE, Maryland, 1951
ALFRED L. BROWN, Colorado, 1951
PERCIVAL HALL, District of Columbia, *ex officio*

Executive Committee of the Conference

MARCH
1945

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AMERICAN ANNALS OF THE DEAF

Vol. 90 MARCH, 1945 No. 2

The Rehabilitation of Military Aural Casualties

POWRIE VAUX DOCTOR, PH.D.
Professor of English and History, Gallaudet College, Washington, D.C.

I. GOVERNMENT PROGRAMS FOR THE WAR-DEAFENED

THE MEN and women in the armed services of the United States who are becoming deaf or hard of hearing in World War II are being rehabilitated by trained and professional workers and teachers in organizations set up by the United States Army, the United States Navy, the Veterans Administration, Office of Vocational Rehabilitation in the Federal Security Agency, and the American Red Cross. Work of a somewhat similar nature is being done by organizations in Canada for the war-deafened of that nation.

It is extremely difficult to arrive at any conclusion as to the total number of men and women who will become deaf or hard of hearing in World War II, and even more difficult to ascertain the exact type of training the returned veteran needs, or can be persuaded that he needs, after leaving the military rehabilitation centers. In estimating the number of war-deafened it must be remembered that some men undoubtedly entered the armed forces who had had defective hearing prior to induction. A number of young men have been drafted who were enrolled in schools for the deaf. According to Major E. H. Truex, Jr., about 50 per cent of the service men returning to Deshon General Hospital in Butler, Pennsylvania, had hearing defects before induction into

military service.[1] However, it should be remembered that in many cases military conditions may aggravate a serious hearing defect that might otherwise have remained dormant in civilian life. As Dr. Stacy R. Guild says,

> No cause of impaired hearing is peculiar to war times. During war, however, the incidence of injured hearing from several causes is markedly greater in military personnel than in the corresponding age group of civilians in time of peace. Prominent among the causes with an increased incidence are: epidemic spinal meningitis complicated by labyrinthitis, the several forms of otitis media and their complications, direct wounds of the head with missiles, rapid changes in altitude in combat flying and in training. . . . Many of the men who eventually have to be discharged from military services because of otitis media and its complications should never have been accepted in the first place. Better physical examinations of candidates is the logical method to prevent numerous instances of war deafness, also to prevent the economic loss incurred in their wasted training, their hospital care, and eventually their disability pensions.[2]

In the report of the Medical Department of the United States Army in World War I, it was reported that

> Between April 1, 1917, and December 31, 1919, 399 soldiers were discharged on certificate of disability by reason of defective hearing (cause not stated). The primary cause of the deafness in 365 of these cases was regarded as having originated in the United States. In addition to those just mentioned 5,492 soldiers were discharged by reason of otitis media, 125 for mastoiditis, and 180 for other diseases of the ear. In a large proportion of these cases deafness undoubtedly existed and was a prime factor in the man's being regarded as unfitted for military service.[3]

During the First World War one hundred and forty-five men were given special training in speech and speech-reading work at the Army Hospital in Cape May, New Jersey (later transferred to Fox Hills, Staten Island).[4] After find-

---

[1] *The Western Pennsylvanian, Nov. 9, 1944.* "According to Major E. H. Truex, Jr., of the deafened soldiers who return to Deshon General Hospital about 50% had hearing defects before induction into military service. Practically 25% of them are battle casualties. About 20% are deafened by blasts. Of the men returned from the Normandy engagements about 75% are hearing defect cases."

[2] Guild, Stacy R., M.D., "War Deafness and Its Prevention," Transactions of the Forty-Seventh Annual Meeting of the American Laryngological, Rhinological and Otological Society, Inc., 1941, pp. 370-371.

[3] Medical Department of the U. S. Army in the World War, Vol. XI, Surgery, p. 776.

[4] Joiner, Enfield, ANNALS, Vol. LXIV, pp. 275-285. In *The Laryngoscope,* Sept., 1944, p. 483, Dr. Gordon Berry states that 108 deafened soldiers were given training in this center.

ing that those nations in Europe which had retained their deafened soldiers in hospitals and schools for special training before discharging them were having greater success, Congress

> authorized the Reconstruction Division of the Office of the Surgeon General of the Army to retrain in schools and military hospitals all men sent back disabled. . . .[5]
>
> But the signing of the armistice halted the execution of this policy, and when disabled men were discharged from the military hospitals they were discharged from the army, free as civilians to accept or reject further training. . . .[6]
>
> For the benefit of the men upon their discharge, arrangements were made by the Surgeon General of the Army and the Federal Board for Vocational Education with forty-eight schools, both public and private, in cities widely distributed over the Union, giving the men an opportunity for further practice in speech-reading.[7]

It is somewhat doubtful if this plan of allowing the discharged man to accept or reject the opportunity of taking training in speech-reading was very effective. This plan was followed at first in England during the First World War with rather dire results. In 1915 an article in the British publication, *The Teacher of the Deaf,* stated:

> It would appear to be most desirable that the military hospitals should take the first steps in the direction of bringing the advantages of lip-reading within the range of the soldiers before their discharge, as otherwise the men suffering from deafness may be so widely scattered as to render it impossible to deal with them except as scattered units, and in addition, the men knowing nothing of the benefits to be derived from lip-reading lessons, lacking faith, and probably indisposed to make any personal exertion in the matter, may be likely to be allowed to slip into the class of speaking-deaf men, whose lot, as we know from pre-war experience, was most unfortunate, when unaccompanied by ability to lip-read.[8]

In England during the progress of the war, in 1914-1918, it was found to be very difficult to interest deafened soldiers in the benefits of studying speech-reading when even a deaf man could find work paying extremely high wages. In the United States this same difficulty was faced after the Armistice when some soldiers who definitely needed aural rehabilitation were mustered out. Later on, when meeting difficulties in finding work, the men appeared as a problem

---

[5] Manning, A. C., "Reconstruction of Deafened American Soldiers," ANNALS, LXV, p. 75.
[6] *Ibid.,* p. 76.
[7] *Ibid.,* p. 82.
[8] *The Teacher of the Deaf,* XIII, No. 78, p. 192.

for the Veterans Administration. The difficulty of convincing a homesick deafened war veteran that he should stay in uniform and study speech-reading while all his fellow service men were hurrying home was a task that would stagger any group of rehabilitation workers. In Great Britain it was found that 74 per cent of the deafened service men discharged from the army did not take advantage of the government's offer of free teaching, even with such added advantages as free meals.[9]

A steady growth in cases of deafness among men who had been discharged from the armed forces was clearly pointed out in the ANNALS for a number of years after the First World War. If such a condition should prevail after the present war, it would place a most heavy responsibility on the Veterans Administration, especially if the rehabilitation centers for the deaf of the Army and of the Navy should be closed as they were after the First World War.

In 1922 in commenting on one of the reports of the United States Veterans Bureau the ANNALS stated that the report

> indicates a great increase in the number of soldiers who were deafened or who suffered injury to the vocal organs in the course of their service during the World War. The total enrollment with the Division of Vocational Rehabilitation of men with the disability of deafness has more than doubled within the past year and a half, while the number of men receiving special training to remedy serious speech defects has more than tripled within the same period. These facts are made clear by the following tabular statement:

	1920		1921	
	June 30	Dec. 31	June 30	Dec. 31
Deaf	262	386	506	593
Speech defectives	95	137	279	343
Total needing special training	357	523	785	936

> These figures should help to correct the early impression that there were comparatively few in the service who suffered loss of hearing during the recent war; the number is actually much larger than we were at first led to believe. What makes it difficult to understand is why, more than three years after the close of hostilities, cases are only *now* being reported to the Veterans Bureau for the special training that will enable them to resume their proper places among their fellowmen.[10]

The increase in the number of cases found and reported is even more clearly shown by the following report from the Veterans Administration.

---

[9] ANNALS, LXIII, p. 367.
[10] ANNALS, LXVII, p. 90.

June 30, 1923	Registered	In need of special training	In training	Rehabilitated
Defective hearing	2,354	979	608	181
Defective speech	987	516	344	60

The most serious problem which confronted the bureau in providing adequate training for the blind and deaf was the ignorance of the public in regard to the possibilities for the training of these men and the lack of pertinent experience on the part of the average training officer. . . . Another problem equally serious was the absolute inadequacy of existing facilities for special training. . . . Schools for the teaching of lip-reading to adults existed in a number of large cities, but the majority of schools throughout the country were, like the schools, for the blind, intended only for the children.[11]

Some of the cases of deafness arising several years after the war might have been of a progressive type that was unnoticeable at the time the men were in service. Also, many of the men probably attempted to cover up their hearing handicap in order to get home as quickly as possible after the war.

In 1924, Victor O. Skyberg, in reporting on the number of cases of deafness in the Veterans Bureau, said,

The bureau [Veterans] has registered more than two thousand cases of defective hearing, of which approximately one thousand have been considered as special cases. About seven hundred have already been provided with lip-reading. Of the one thousand, we have rehabilitated approximately three hundred cases.[12]

The continued increase in the reported number of cases of deafness after the close of the First World War may be seen in the August 28, 1943, report of the Veterans Administration which stated that on September 30, 1942, payments were being made to World War Service Connected Veterans for total or partial deafness to a number totaling 12,813.[13] In England in 1940 pensions were being paid to 34,000 deafened ex-service men of whom the editor of the *Lancet* said,

If these men were retrained in the early stages of war most would be able again to take some part in winning it, so bringing immediate and future benefit to themselves and a saving in pensions later.[14]

Not only would early rehabilitation be of benefit to

[11] *Annals*, LXIX, p. 91.
[12] Skyberg, Victor O., "Vocational Rehabilitation of Deafened Veterans of the World War [I]," *The Volta Review*, Sept., 1924.
[13] Veterans Administration, Communication from the Office of *Budget and Statistics*, August 28, 1943.
[14] *Lancet*, (England), January 13, 1940.

society but to the service man himself, for though the plight of the returned veteran in times of unemployment is tragic that of the deaf or hard of hearing veteran in such times is far worse for there is "practically no place for the unskilled deaf man in industrial life."[15]

One reason why it is difficult to make any accurate estimate as to the probable number of deafened men and women in World War II is because as Commander Lederer says, "We have no authoritative source of statistics from the last war to guide us."[16] Dr. Walter Hughson estimated 40,000 aural casualties in World War I and because of the greater number of men in this war believed there would be about one quarter of a million in World War II. Major Walter E. Barton believes this figure to be entirely too high.[17] Captain E. H. Truex, Jr., Head of the Hearing Rehabilitation Center at the Deshon General Hospital says,

> The personnel of the armed forces is approximately five times as great as in 1918, and all signs indicate that our part in the present conflagration will last two or three times as long as it did in World War I. It is my opinion that the Veterans Administration 25 years from now will be paying compensation to more than 100,000 men and women because of defective hearing attributed to this war. Furthermore, I am of the opinion that about 10,000 patients will be admitted to these centers during the next two or three years.[18]

In comparing World War II with World War I, it is, therefore, somewhat difficult to arrive at an estimate of the number of men and women who may become war-deafened, inasmuch as there are so many more men and women involved in the present conflict and because of the differences in methods of warfare. The most reliable information so far as to the actual number of men in the United States Army who have become deaf or hard of hearing in World War II is to be found in the following letter from the office of the Surgeon General.

---

[15] *The Scotsman*, June 26, 1941.

[16] Lederer, Comdr. Francis L., "The Rehabilitation Program of the Navy; Aural Casualties," *The Laryngoscope*, September, 1944, p. 489.

[17] Berry, Gordon, "Historical and Veteran's Aspects of the Rehabilitation of the War-Deafened," *The Laryngoscope*, September 1944, p. 482.

[18] Truex, Capt. E. H., "Hearing Rehabilitation at Deshon General Hospital," *The Laryngoscope*, Sept., 1944, p. 498.

In response to your request for information on the subject of otology the following is officially released by the Office of the Surgeon General.

Estimates from recognized authorities in the field of otology varied from 50 thousand to 300 thousand cases deafened or made hard of hearing as a result of military service.

At the present time there are 12,000 veterans of World War I with partial or complete deafness to whom the Government is making compensation payments for disability.

At the present time the census of the three hospitals is approximately 850. Approximately 3,000 have been processed during the past 12 months.

Since November 1, 1943, when activity in the three hospitals began, until July 15, 1944, a period of eight months, approximately 1,648 patients had been admitted for rehabilitation.[19]

In view of the results of World War I one of the most important points to be stressed in connection with the war-deafened is the fact that the problem of the deafened person in the Armed Services of the United States may not cease with the end of hostilities either in Europe or in the Orient, but possibly may become even more intensified for a period of years. Even in cases of men discharged from rehabilitation centers an efficient follow-up service will probably be necessary. This point is one of the most important things learned from the work with the war-deafened in World War I. This may be a problem so large that the schools for the deaf will not be equipped to handle it, inasmuch as they are geared to a set up for the teaching of children, not adults; also, because of the probability of such a great number of war-deafened over such a widely scattered territory. This problem of the war-deafened can best be handled, no doubt, by organizations now set up for military rehabilitation of aural casualties.

The records for the war-deafened in World War I and in the years following are somewhat inadequate. There is apparently no single published work describing the complete program for the war-deafened during and after World War I. The most accessible adequate records are probably to be found in THE AMERICAN ANNALS OF THE DEAF. The Volta Bureau also has much material on what was done in foreign countries for the war-deafened. The Army Medical Library

[19] Communication from Major L. E. Morrissett, Medical Corps, Chief, Otolaryngology Branch, Army Service Forces, Office of The Surgeon General, Washington, D.C., January 31, 1945.

has, naturally, a medical account of this phase of the work. However, as Commander Lederer says,

> Either the last war was decided too early for any concrete program to be instituted (for the war-deafened) or we were lacking in vision. Statistical material gained from experiences of World War I are woefully weak in providing a basis for our present program.[20]

Having seen how valuable material on the war-deafened in World War I would be now, it would seem that well kept records of the work being done now in aural rehabilitation of the men and women in the armed services of this war would prove of invaluable aid for future use should it ever be necessary to reestablish aural rehabilitation centers in the future. Such records would not only be of help to the military authorities but to all organizations interested in the work for the deaf and the hard of hearing. Such records would be of much more importance if they included work done by all the various agencies interested in the war-deafened and not of any one particular organization or selected study of one means of rehabilitation. As the June 30, 1923, Report of the Veterans Administration said,

> The experience of the bureau, as revealed in a study made in districts 1, 2, 8, and 9, has shown the absolute necessity for supervision of these special cases by specialists and for complete and intensive studies of the problems of training and employment in connection with these groups. Studies should include the practicable employment objectives for . . . the study of the method of training for blind, deaf, and speech-defect cases, and an analysis of the cases of rehabilitated trainees and of those who have discontinued training for various reasons.[21]

Although the use of the hearing aid, speech-reading, and speech work are all of the utmost importance in the work with the war-deafened, still, it must be remembered that they are aids and cannot be expected to perform the impossible. As Dr. Walter Hughson and Dr. Harold Westlake have said,

> No group regardless of its routine experience is qualified to deal with the total situation. . . . Adequate rehabilitation of the deafened must be viewed in terms of total adjustments of complete persons rather than in terms of perfection of single items of reconstruction. Any deafened individual may represent a phenomenal surgical or

[20] Lederer, Comdr. Francis L., "The Rehabilitation Program of the Navy; Aural Casualties," *The Laryngoscope*, September, 1944, p. 489.
[21] Annual Report of the Director of the United States Veterans Bureau, June 30, 1923, *Annals*, LXIX, p. 92.

medical success, but if he is not equipped to fit readily into the pattern of his civilian life, he will represent a failure as far as rehabilitation is concerned. It is to be hoped that in many cases medical intervention alone, or medical intervention plus the fitting of hearing aids and the teaching of lip reading will make possible a fairly normal adjustment. However, facing the problem realistically yields the high probability that in a vast number of cases the best that these combined services can do will be to restore only partial hearing, with the result that instead of resuming their civilian lives as they had anticipated, large numbers of men will have to make complete personal, social, vocational, and economic readjustments.[22]

It is hoped that the World War II records of rehabilitation of aural casualties in the military services in the United States and in Canada, and also those records of the Veterans Administration, of the Office of Vocational Education in the Federal Security Agency, and of the American Red Cross, will, in the end, help to give us a much more completely rounded picture of the effectiveness of the entire aural rehabilitation program in this war than we have of the World War I program for the war-deafened, and that research from such records may help to advance new ways of helping not only the war-deafened but also the thousands of civilian deaf and hard of hearing.

II. Rehabilitation Program in World War II

One of the most constructive plans to come out of World War I in connection with work for the war-deafened in the United States was the successful arrangement of keeping the deafened soldier at the Cape May, New Jersey Hospital, until he had completed a regular course in speech-reading or corrective speech. The desire of a discharged deafened soldier to return home and get a job is nearly always greater than his desire to study speech-reading. The success of the Cape May project, which was largely due to the efforts of Lieutenant Colonel Charles W. Richardson, United States Army Medical Corps, and to Captain A. C. Manning, a trained teacher of the deaf, undoubtedly influenced the military authorities in planning their present program. Other trained teachers of the deaf who took part in this

[22] Hughson, Walter, M.D., and Westlake, Harold D., Ph.D., "Manual for Program Outline for Rehabilitation of Aural Casualties Both Military and Civilian," *American Academy of Ophthalmology and Otolaryngology*, pp. 3-4.

pioneer work of teaching the American war-deafened in 1918-19 were Miss Enfield Joiner, Miss Margaret Bodycomb, Miss Clara Louise Rockwell, Miss Mary Louise Wimsatt, Miss Mary E. Thornton, Miss Katherine L. O'Connell, Miss Esta V. Pastel, Miss Susan H. Norris, Miss Lula M. Bruce, Miss Doris E. Freeman, Miss Margaret H. Roberts, Miss Julia W. Savage and Sergeant E. W. Iles.

The rehabilitation program for aural casualties in the United States Army is centered in three hospitals, the Deshon General Hospital, Butler, Pennsylvania, the Borden General Hospital, Chickasha, Oklahoma, and the Hoff General Hospital, Santa Barbara, California. The United States Navy has an aural rehabilitation program at the Naval Hospital in Philadelphia, Pennsylvania. At the present time approximately 150 trained men and women are on the Army and Navy aural rehabilitation staffs. All of these programs for the deaf and the hard of hearing in the Army and in the Navy hospitals center around the

1. treatment of all the deaf and the hard of hearing in special hospital centers,
2. the supplying of properly fitted hearing aids to all who can benefit by their use, and
3. the offering of instruction along lines of residual hearing, speech-reading, and corrective speech.

The deafened men and women are generally kept in the hospitals from eight to ten weeks, and in some cases longer depending upon the nature of the case.

III. Personnel in the Aural Rehabilitation Program of the United States Army

On May 28, 1943, the three centers for men and women deafened in the war while in the armed services of the United States Army in World War II were established at the Walter Reed Hospital in Washington, D.C., the Borden General Hospital in Chickasha, Oklahoma, and the Hoff General Hospital in Santa Barbara, California. On October 30, 1943, the center at Walter Reed Hospital was moved to the Deshon General Hospital in Butler, Pennsylvania. The names of the Army and civilian personnel of these three centers are as follows:

ARMY SERVICE FORCES
OFFICE OF THE SURGEON GENERAL
WASHINGTON, D.C.

UNITED STATES ARMY'S AURAL REHABILITATION PROGRAM

Director

Major L. E. Morrissett, Medical Corps, Chief Otolaryngology Branch

DESHON GENERAL HOSPITAL
BUTLER, PENNSYLVANIA
31 January 1945

MEDICAL STAFF

Chief of Section
Major Edward H. Truex, Jr., M.C.

Otologists
Captain Henry C. Barnaby
Captain Robert A. Schein

TECHNICAL STAFF

Acoustic Physicist
Raymond Carhart, Ph.D.

Acoustic Experts
Lt. Lee Doerfler
Lt. Wayne Jeans
Lt. Francis Sonday

Acoustic Technicians
Miss Marianne Busch
Miss Mary Schmitz
Pvt. Albert Douglas
T/4 Kenneth Stewart
Pvt. William Sheley

Psychologist
Donald A. Ramsdell, Ph.D.
Cpl. Timothy Leary (Assistant)

Speech Correctionists
Miss Verna Allshouse
Miss Florence Henderson, Ph.D.

Auricular Training
Miss Laila Larsen
Miss Jane Gaff
Miss Jean Closser
2nd Lt. Hugo Schunhoff

School of Lip Reading
Mrs. Elizabeth H. Nitchie (Principal)
Pvt. Carl Meyer (Registrar)
Miss Mina Avery
Miss Alice M. Burtnett
Miss Barbara Ferguson
Miss Mae T. Fisher
Miss Agnes Frazier
Miss Emily Harris
Miss Mary G. Hearty
Miss Emma B. Kessler
Mrs. Helen Lowry
Miss Mary MacCracken
Miss Kate Morphy
Miss Josephine Prall
Miss Gertrude Russell
Mrs. Shirley Stein
Mrs. Virginia Terry
Miss Margaret Thompson
Miss Gertrude Torrey
Miss Mary K. Van Wyk
Mrs. Esther Vonderheit
Miss Florence Wolley
Miss Mary Martin

BORDEN GENERAL HOSPITAL
CHICKASHA, OKLAHOMA
31 January 1945

MEDICAL STAFF

Director of Aural Rehabilitation
Captain Walter P. Work, MC

Otologists
Captain Harold M. E. Boyd, MC
Captain Daniel W. Brickley, Jr., MC
Captain Earl H. Phillips, MC
1st Lt. Aram Roopenian, MC (Under orders for overseas assignment)

TECHNICAL STAFF

Aural Rehabilitation Officer
Captain Grant Fairbanks, MAC

Acoustic Physicist
Major Luther G. Ramer

Acoustic Expert
Dr. Ernest R. Harrington (Left Dec. 16, 1944)

Clinical Psychologist
2nd Lt. Urie Bronfenbrenner

Lip Reading Department
2nd Lt. Robert T. Baughman, MAC (Supervisor)
Miss Mary Jane Ambrose
Miss Dorothy M. Ayers
2nd Lt. Elizabeth E. Benson, WAC
Miss Mary Jane Bope
Mrs. Isabelle M. Demarest
Mrs. Mamie W. Dickerson
Mrs. Virginia K. Fletcher
Miss Jacqueline Keaster
Pvt. John Kester
Miss Dorothy Kraschinsky
Mrs. Dorothy Neilsen
Mr. Morton F. Offett
Miss Anne Purdy
Miss Evaline Rae
Miss Marguerite M. Schmelter
Mr. Chester Shaffer
Miss Lois Ann Silver
Miss Mary Jane Sloan
Miss Barbara Mae Smith
Miss Doris Ann Theisen
Pfc. Armin C. Turechek
Miss Mary Lillian Van Bebber
Miss Mary Josephine Walker
Mrs. Lois Jean Weida
Mr. Nestor Wickman

Auricular Training Department
T/Sgt. Louis M. DiCarlo (Supervisor)
Miss Gwendolyn V. Cline
Mr. John Duffy
Miss Ferne E. Haggen
Miss Helen Harris
Mrs. Katherine Kelly
Mrs. Elaine Szymoniak
Mr. Harry Wise

Speech Correction Department
Mr. John A. Morris (Supervisor)
Miss Margaret Eckhart
Miss Marjorie Mann
Miss Bettie McClelland
Miss Sue Scott
Miss Mary Elizabeth Steen
T/Sgt. Glenn J. Taylor

Acoustic Department
1st Lt. Raymond H. Hull, MAC (Supervisor)
T/4 Glenn A. Beaty
2nd Lt. Kenneth W. Braly, MAC
T/4 Ben A. Straus
Mr. Douglas E. Wheeler

HOFF GENERAL HOSPITAL
SANTA BARBARA, CALIFORNIA
31 January 1945

ACADEMIC STAFF

Aural Rehabilitation Officer
Captain Donald R. Caziarc, MAC

Acoustic Officer
2nd Lt. Moe Bergman, MA

Supervisor of Lip Reading
Miss Helen Scriver

TECHNICAL STAFF

Lip Reading Instructors
Miss Marian J. Anderson
Cpl. Orville Armstrong
Miss Ruth Bartlett
Miss Virginia Baughman
Pvt. Helen DeMarais
Miss Frances Downes
Miss Æcho Flatland
Miss Mildred Kinnier
T/4 Emily Lintner
Pvt. Natalie Nelson
Mrs. Ann Riordan
Pvt. Cyril Sherwood
2nd Lt. Joe Shinpaugh, Jr.

Speech Correctionists
Pvt. George Groman

Miss Agnes Riley
Mrs. Dorothy Scolten
Miss Martha Turner

Auricular Training Instructors

Miss Vena Ewing
Miss Mary Whitehurst

Acoustic Technicians

T/5 Gustave Lunburg
T/5 Solomon Waldman
Pvt. James Canon
Pvt. Caroline Steck

Clinical Psychologist

Captain James Moore, AC

IV. Personnel in the Aural Rehabilitation Program of the United States Navy

The first hospital for cases of deafened men and women in the armed services of the United States Navy in World War II was established at the United States Naval Hospital in Philadelphia, Pennsylvania, on July 5, 1944. Men and women in the Marine Corps and in the Coast Guard who become deafened are also sent to this center. At present the United States Navy plans to use only naval personnel in their aural rehabilitation work, whereas the United States Army has both a civilian and Army personnel. On February 2, 1945, this list of Naval personnel was as follows:

BUREAU OF MEDICINE AND SURGERY
NAVY DEPARTMENT, WASHINGTON 25, D.C.

Head of the Rehabilitation Branch of the Professional Division

Captain Howard H. Montgomery (MC), USN

Assistant and Special Advisor for the programs for the areas of the special handicaps

Lt. Comdr. Merle E. Frampton H(S), USNR

UNITED STATES NAVAL HOSPITAL
PHILADELPHIA, PENNSYLVANIA

Medical Staff

Medical Officers

Comdr. Francis L. Lederer, MC (S) USNR
Lt. William B. Harkins, MC USN

Technical Staff

Director of Non-Medical Services in Aural Rehabilitation

Lt. Herbert Koepp-Baker, H-V (S), USNR

Acting Acoustic Physicist

Lt. (j.g.) John R. Knott, H-V (S), USNR

Chief Acoustic Technician

Ens. Eva Thompson, H (W), USNR

Acoustic Technicians

Robert H. Kaeding, SP (T) 2c, USNR
William Maloney, PhM3c, USNR

Joseph J. Truheah, HA1c, USNR

Supervisor of Speech and Hearing Therapy
Lt. (jg) Miriam D. Pauls, H(W), USNR

Instructors in Speech Reading, Auricular Training and Speech Correction
Lt. Newton F. Walker (SO), USNR
Lt. (jg) Anne Gordon, H(W), USNR
Lt. (jg) Harriet Haskins, H(W), USNR
Lt. (jg) Frances Patton, H(W), USNR
Lt. (jg) Priscilla Pittenger, H(W), USNR
Lt. (jg) Grace M. Williams, H(W), USNR
Ens. Gertrude E. Mason, H(W), USNR
Ens. Alice V. Sullivan, H(W), USNR
Ens. Margaret Young, H(W), USNR
Lillian D. Ballard, SpT-3c, USNR

Assistants in Occupational Therapy
Hilda L. Churchfield, PhM3c (W), USNR
Elaine Hinman, PhM3c (W), USNR
Flora Ellen Fain, HA1c (W), USNR

In commenting on the work of the Naval Aural Rehabilitation Program, Captain Howard H. Montgomery said,

> In regard to the work being done at Philadelphia, there is one important phase of the rehabilitation of these patients which is not reflected in the list of personnel connected with the program; that is educational and vocational counseling. This is done for these patients, as it is for all others prior to discharge, by naval personnel who are trained in counseling techniques.
>
> It is probably of interest to you to know that a building designed for the Aural Rehabilitation Clinic is under construction at Philadelphia Hospital. This will have "dead rooms," space for housing the special testing equipment, and instruction rooms. Construction of this building is well along and, with its completion, expansion of a program for pre-vocational training will be possible.[32]

V. Personnel in the Aural Rehabilitation Program of the Veterans Administration

When men or women in the armed services of the United States become deafened or hard of hearing "due to a service-incurred disability" they may get from the Veterans Administration aid in "vocational rehabilitation, vocational advisement and training into employment."

At the present time, according to H. V. Stirling, the duties of Miss M. Lorraine Amos, a trained teacher of the deaf,

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[32] Communication from Captain Howard H. Montgomery (MC), USN, Head of the Rehabilitation Branch of the Professional Division, Bureau of Medicine and Surgery, Navy Department, Washington, D.C., Feb. 2, 1945.

are to assist in the planning and supervision of those parts of the vocational training program which are peculiar to the hard of hearing and deafened veterans.[34]

The personnel associated with the hard of hearing and deafened in the Vocational Rehabilitation and Education Service of the Veterans Administration is as follows:

Director of Vocational Rehabilitation and Education Service
Mr. H. V. Stirling

Chief of Advisement and Guidance Division
Mr. I. D. Scott

Chief of Education and Training Division
Mr. A. L. Combes

Training Officer for the Hard of Hearing and the Deafened
Miss M. Lorraine Amos

Central Office Training Officer, Pittsburgh, Pa., Office
Mr. Harvey B. Barnes

VI. Personnel in the Aural Rehabilitation Program of the Federal Security Agency Office of Vocational Rehabilitation

Men and women of the Armed forces of the United States whose deafness or hard of hearing is due to disability or injury received in non-service connected activities, may receive rehabilitation services through the Office of Vocational Rehabilitation, Federal Security Agency from the various State Directors or Supervisors of Vocational Rehabilitation.

The program of services for persons with hearing disabilities is carried on through State Boards for Vocational Education. The services available to the eligible deaf nd hard of hearing include vocational diagnosis, guidance, medical, surgical, hospitalization, psychiatric and therapeutic services, training, hearing aids, teaching in lip reading, or other rehabilitation services in their adjustment to employment.[35]

It should be remembered that the officials listed below serve not only the deaf and hard of hearing in their states,

[34] Communication from H. V. Stirling, Director, Vocational Rehabilitation and Education Service, Veterans Administration, Washington, D.C., December 14, 1944.

[35] Communication from Mr. Michael J. Shortley, Director, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D.C., February 5, 1945.

but also other persons who can show need of their services. A list of these officers as of January 1, 1945, is as follows:

FEDERAL SECURITY AGENCY
OFFICE OF VOCATIONAL REHABILITATION
WASHINGTON, D.C.

Director
Michael J. Shortley

Associate Director
John A. Kratz

Assistant Director
Miss Tracy Copp
In Charge of Rehabilitation Standards, Member of the Board of Governors of The American Society for the Hard of Hearing

Chief, Division of Administrative Standards
Mr. Joseph V. Hunt

Alabama
Mr. E. H. Gentry
Supervisor, Vocational Rehabilitation
State Department of Education
Montgomery 4, Alabama

Arizona
Mr. Harry V. Bené
Supervisor, Vocational Rehabilitation
13 South 17th Avenue
Phoenix 13, Arizona

Arkansas
Mr. Ashley S. Ross
Director, Vocational Rehabilitation
State Capitol, Room 308
Little Rock, Arkansas

California
Mr. H. D. Hicker
Chief, Bureau Vocational Rehabilitation
405 Library and Courts Building
Sacramento 14, California

Connecticut
Mr. E. P. Chester
Director, Vocational Rehabilitation
165 Capitol Avenue
Hartford 6, Connecticut

Delaware
Mr. John G. King
Acting Director, Vocational Rehabilitation
Delaware Trust Building, Rooms 9-11
(King Street Entrance)
Wilmington 28, Delaware

District of Columbia
Dr. David Amato
Chief, Rehabilitation Service
402 Sixth St. N.W.
Washington 1, D.C.

Florida
Mr. Claud M. Andrews
Director, Vocational Rehabilitation
State Capitol Building
Tallahassee, Florida

Georgia
Mr. Paul S. Barrett
Director, Vocational Rehabilitation
129 State Office Building
Atlanta 3, Georgia

Hawaii
Mr. Eldon Putnam Morrell
Supervisor, Vocational Rehabilitation
Department of Public Instruction
P.O. Box 1601
Honolulu 6, Hawaii

Idaho
Mr. Milo T. Means
Supervisor, Vocational Rehabilitation
309 State House Building
Boise, Idaho

Illinois
Mr. Robert W. Teeter
Acting Supervisor, Division of Rehabilitation
506 S. Wabash Ave., Room 630
Chicago 5, Illinois

Indiana
Mr. James R. Crawley
Supervisor, Vocational Rehabilitation
215 State House
Indianapolis 4, Indiana

Iowa
Mr. Willis W. Grant
Director, Vocational Rehabilitation
601 Crocker Building
Des Moines 9, Iowa

Kansas
Mr. Harry M. Dawdy
Director, Division of Vocational Rehabilitation
State Board of Vocational Education
1001 Harrison Street
Topeka, Kansas

Kentucky
Mr. W. Hickman Baldree
Director, Vocational Rehabilitation
State Capitol
Frankfort, Kentucky

Louisiana
Mr. S. W. Hendrix
Supervisor, Vocational Rehabilitation
State Capitol
Baton Rouge 4, Louisiana

Maine
Mr. Leroy N. Koonz
Director, Vocational Rehabilitation
State House, Department of Education
Augusta, Maine

Maryland
Mr. R. C. Thompson
Director, Vocational Rehabilitation
1112 Lexington Building
Corner Liberty and Lexington Streets
Baltimore 1, Maryland

Massachusetts
Mr. Herbert A. Dallas
Director, Division of Vocational Rehabilitation
200 Newbury Street
Boston 16, Massachusetts

Michigan
Mr. H. Earle Correvont
Chief, Vocational Rehabilitation
600 Bauch Building (State Office)
Lansing 4, Michigan

Minnesota
Mr. B. R. Brainerd
Acting Director, Vocational Rehabilitation
State Office Building, Room 308
St. Paul, Minnesota

Mississippi
Mr. J. B. Wheeler
Director, Vocational Rehabilitation
120 N. Congress Street
Jackson 106, Mississippi

Missouri
Mr. Joy O. Talley
Supervisor, Vocational Rehabilitation
State Capitol
Jefferson City, Missouri

Montana
Mr. Leif Fredericks
Director, Bureau of Vocational Rehabilitation
Room 508, Power Block
Helena, Montana

Nebraska
Mr. J. R. Jewell
Supervisor, Vocational Rehabilitation
State Capitol Building
Lincoln 9, Nebraska

Nevada
Mrs. Marion G. Bowen
Supervisor, Vocational Rehabilitation

State Capitol
Carson City, Nevada

New Hampshire
Mr. Wallace D. Black
Supervisor, Vocational Rehabilition
Concord, New Hampshire

New Jersey
Mr. J. Spitz
Acting Director, Rehabilitation Commission
1060 Broad Street
Newark 2, New Jersey

New Mexico
Mr. Aud F. Darr
Supervisor, Vocational Rehabilitation
Sena Plaza, Room 54, P.O. Box 450
Santa Fe, New Mexico

New York
Mr. G. Samuel Hohlin
Director, Division of Vocational Rehabilitation
Education Building
Albany 1, New York

North Carolina
Mr. Charles H. Warren
Director, Vocational Rehabilitation
432 New State Office Bldg., Box 1431
Raleigh, North Carolina

North Dakota
Mr. Edward Erickson
Director, Vocational Rehabilitation
University Station
Grand Forks, North Dakota

Ohio
Mr. Marlow B. Perrin
Director, Bureau of Vocational Rehabilitation
83 South High Street, Room 415
Columbus 15, Ohio

Oklahoma
Mr. Voyle C. Scurlock
Director, Vocational Rehabilitation
705-12 Midwest Building
Oklahoma City 2, Oklahoma

Oregon
Mr. Charles F. Feike
Supervisor, Vocational Rehabilitation
105 State Library Building
Salem, Oregon

Pennsylvania
Mr. M. M. Walter
Director, Vocational Rehabilitation
Room 48, Education Building
Harrisburg, Pennsylvania

Puerto Rico
Mrs. Petro America Ragan de Colon
Acting Supervisor, Vocational Rehabilitation
Insular Board for Vocational Education
Box 4464
San Juan 22, Puerto Rico

Rhode Island
Mr. Harry F. Smith
Acting Supervisor, Vocational Rehabilitation
119 State Office Building
Providence 3, Rhode Island

South Carolina
Mr. P. G. Sherer
Supervisor, Vocational Rehabilitation
John C. Calhoun Office Building
Columbia 10, South Carolina

South Dakota
Mr. C. L. Eskelson
Director, Vocational Rehabilitation
State Capitol
Pierre, South Dakota

Tennessee
Mr. J. Hank Smith
Acting Director, Vocational Rehabilitation
411 7th Avenue, North
Nashville 3, Tennessee

Texas
Mr. J. J. Brown
Director, Vocational Rehabilitation

302 Walton State Building
Austin 11, Texas

Utah
Mr. L. B. Harmon
Director, Vocational Rehabilitation
State Capitol Building
Salt Lake City 1, Utah

Vermont
Mr. Edward A. Stiles
Director, Vocational Rehabilitation
State Capitol
Montpelier, Vermont

Virginia
Mr. R. N. Anderson
Director, Vocational Rehabilitation
320 State Office Building
Richmond 16, Virginia

Washington
Mrs. Claude H. Odom
Supervisor, Division of Vocational Rehabilitation
Old Capitol Building, P.O. Box 97
Olympia, Washington

West Virginia
Mr. F. Ray Power
Director, Vocational Rehabilitation
State Capitol
Charleston 5, West Virginia

Wisconsin
Mr. W. F. Faulkes
Supervisor, Vocational Rehabilitation
State Office Building, Room 320
Madison 2, Wisconsin

Wyoming
Mr. Paul Albright
Supervisor, Vocational Rehabilitation
Capitol Building
Cheyenne, Wyoming

VII. Personnel in the Aural Rehabilitation Program of the American Red Cross

The American Red Cross staff members are performing an invaluable service in military hospitals in working with the deaf and the hard of hearing patients. They attempt to help both the deafened soldier and his family to become adjusted to the new situation. In submitting the following list of names Miss Ruth Emerson said:

> Since we do not keep a list of the ward assignments of individual hospital workers, the following list is incomplete, but we hope to be able to send you the names of other workers at an early date.[36]

The American Red Cross personnel in this rehabilitation work is as follows:

American Red Cross
Washington, D.C.
Assistant Chief in Charge, Domestic Hospital Program, Military and Naval Welfare Service
Miss Ruth Emerson

American Red Cross
Deshon General Hospital
Butler, Pennsylvania
Field Director
Miss Audrey Campbell
Medical Social Worker
Miss Phyllis McCalmont

[36] Communication from Ruth Emerson, Assistant Chief in Charge, Domestic Hospital Program, Military and Naval Welfare Service, American Red Cross, Washington 13, D.C., January 10, 1945.

Mrs. Minola Siebel
Recreation Worker
Miss Sarah Bomberg
American Red Cross
Borden General Hospital
Chickasha, Oklahoma

Field Director
Miss Edna Jorgenson
Medical Social Worker
Miss Mary Catherine Henry

Recreation Worker
Miss Giovanna Bauman
American Red Cross
Hoff General Hospital
Santa Barbara, California

Acting Field Director
Miss Jocelyn Siem
Medical Social Worker
Miss Ina May Bullock
American Red Cross
U. S. Naval Hospital
Philadelphia, Pa.

Social Worker
Miss Betty White

Miss Betty C. Wright, Executive Director of the American Society for the Hard of Hearing, served in 1944 as a Special Representative from National Red Cross Headquarters to its Area offices in work with the war-deafened and assisted the Red Cross in establishing their program in the Army aural rehabilitation centers.

VIII. Personnel in the Aural Rehabilitation Program for the War-Deafened in Canada

The important difference between the rehabilitation work being done for the war-deafened in Canada and that in the United States is the lack of any center in Canada comparable to either the Army hospitals in Deshon, Borden, and Hoff or the Naval Hospital in Philadelphia. In Canada such work is handled entirely by the Department of Veterans' Affairs. Also, service men and women in the United States who become completely deafened on account of a service incurred disability are eligible for one hundred per cent pension, whereas in Canada they may receive fifty per cent.

In Canada the entire responsibility for the training

of veterans with defective hearing rests with the Department of Veterans' Affairs. Employment is found for such veterans through the normal channels of National Selective Service in co-operation with the Veterans' Welfare Counsellors, as with any other class of veteran. If the veteran is a pensioner, because of a hearing disability, he remains the responsibility of the department as long as he has an entitlement."[37]

[37] Communication from W. M. Crockett, Education Officer, and Bruce West, Assistant Director, Canadian Wartime Information Board, Washington, D.C., November 28, 1944, concerning information furnished by the Department of Veterans' Affairs, Ottawa, Canada.

Although non-pensionable ex-service men and women in Canada must apply for vocational training within a year after discharge or twelve months after the cessation of hostilities, a pensioner may ask for and receive such training irrespective of the time elapsed since discharge. Hearing aids are furnished by the government to all veterans capable of making use of them. Those men who need lip-reading instruction are sent to the Christie Street Hospital in Toronto for such instruction. The National Society of the Deaf and Hard of Hearing, 2 Bloor Street East, Toronto 5,

extends its services to veterans where such assistance is indicated in close co-operation with the Department of Veterans' Affairs. It is noted that this is the only society providing this type of assistance to the deaf and hard of hearing in Canada.[28]

There is no legal arrangement, however, between this society and the Department of Veterans' Affairs.

At the present time the number of men in Canada who have become deaf or hard of hearing in World War II numbers approximately 175. Mrs. Stella Margaret Gysin, 89 Prince Arthur Ave., Toronto, Ontario, Canada, a trained teacher of the deaf, has charge of the teaching of speech and speech-reading to the enlisted men and women who have become deafened.[29]

ACKNOWLEDGMENT

Acknowledgment is gratefully made to Supt. Leonard M. Elstad, Editor, AMERICAN ANNALS OF THE DEAF, Dr. Ignatius Bjorlee, former editor of the AMERICAN ANNALS OF THE DEAF, Dr. Percival Hall, President, Gallaudet College, Dr. A. C. Manning, Superintendent, Western Pennsylvania School for the Deaf, Helmer Myklebust, Director, Department of Research, New Jersey State School for the Deaf, Miss Josephine Timberlake, Editor, Mrs. Harriet Montague, Assistant Editor, *Volta Review*, Mrs. Elise Hardy, Librarian, Volta Bureau, and Mrs. Thelma Alber, Columbia Institution for the Deaf, who have aided by the addition of facts and suggestions and general criticisms.

[28] *Ibid.*
[29] *Ibid.*

Grateful acknowledgment is also made to the following personnel in the United States Army, Major L. E. Morrissett, Medical Corps, Chief, Otolaryngology Branch, Office of the Surgeon-General, Major Edward H. Truex, Jr., M.A.C., Chief of Section, Deshon General Hospital, Butler, Pennsylvania, Captain Walter P. Work, M.A.C., Director of Aural Rehabilitation, Borden General Hospital, Chickasha, Oklahoma, Captain Donald R. Caziarc, M.A.C., Aural Rehabilitation Officer, Hoff General Hospital, Santa Barbara, California, 2nd Lieutenant Frank Cannon, Technical Information Division, I. McGuire, Assistant, Army Medical Library, and Miss Mary Schick, Head Librarian, Walter Reed Hospital, Army Medical Center, to Captain Howard H. Montgomery, M.C., Head of the Rehabilitation Branch of the Professional Division, Bureau of Medicine and Surgery, United States Navy, to the following personnel in the Veterans Administration, H. V. Stirling, Director of Vocational Rehabilitation and Education Service, A. L. Combes, Chief of Education and Training Division, Miss Mary A. Coyne, Chief Beneficiary Statistics Division, and Miss Elizabeth Pomeroy and Mrs. Elizabeth McKenzie, Medical Library, to H. S. Parsons, Chief of Serials Division, Library of Congress, to Michael J. Shortley, Office of Vocational Education, Federal Security Agency, to Miss Ruth Emerson, Assistant Chief in Charge, Domestic Hospital Program, Military and Naval Welfare Service, American Red Cross, and to Bruce West, Assistant Director, and W. M. Crockett, Educational Officer, Canadian Wartime Information Board, Washington, D.C., all of whom have so generously furnished information and services connected with their various departments in the government.

Goals in Language Development for the Deaf and the Hard of Hearing

ROSE I. DIETRICH, B.S.
Teacher, Michigan School for the Deaf, Flint, Michigan

SINCE the theme of our conference is "Living Today for Tomorrow," the program would be incomplete without giving due consideration to language which is such an important tool, especially in the lives of deaf or hard-of-hearing, or as we might say, acoustically handicapped children. We are training these children to be self-sustaining and to live in harmony with their fellow citizens. To gain this goal the ability to comprehend language and to use it, effectively and accurately, must be acquired. Personal experiences, the experiences of others, their daily contacts, and their adventures in reading, all awaken the urge for self-expression, which is language.

An important part of the training of these children for future citizenship is that of preparing them to face realistically the present and the future social and economic conditions. They must be impressed with the importance of being able to read the daily papers intelligently, that they may be actively interested in the affairs of our country, and do their part in guarding against unfavorable legislation. They need to understand the value of language in making their feelings and opinions known.

To give our pupils the best possible preparation, it is necessary that the teacher have a very definite understanding of what the objective in language teaching is. The goal is a good, clear quality of the colloquial, the idiomatic style of American expression, that is, the language of everyday American life. We want our students to be able to tell their experiences, to ask questions, to give answers, to make explanations, to write letters, and to carry on conversations,

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as well as to read and comprehend the language of those with whom they are most closely associated.

The first objective is the mastery of the sentence. Pupils should be trained to distinguish between complete sentences and fragments of sentences. To do this they will need to know the essential parts and the elements of a sentence. They should be familiar with the different types of sentences, grammatical and rhetorical, in order to secure variety in expression.

When the pupil has mastered the sentence, mastery of the paragraph naturally follows. The habit of using the paragraph whenever the single sentence is insufficient should be fixed. The internal structure of the paragraph, a good topic sentence, unity, coherence, sequence of ideas or events, emphasis, euphony, and a good closing sentence should form the basis of study. The two principles with which our pupils seem to have the most difficulty are the topic sentence, which gives an idea of what is to follow and which must be interesting, and the closing sentence, which may be a part of the story, which may restate the topic sentence, or which may give a personal comment on the story. Pupils should be encouraged to choose brief, attractive titles, and to tell what they see and what they think about what they see. All types of single paragraphs about incidents of the child's daily life should be included. Descriptive paragraphs may give word pictures of people, places, things, or scenes. Specific and colorful, vivid words add a great deal to the interest and the beauty of the paragraph. Expository paragraphs may be built up through definition, and explanation of the terms in the definition. Again they may tell how to make things, how to perform their daily tasks, or they may be explanations of a person's opinions on some current topic. After the children have read several articles pertaining to the costliness of wars such as, the economic cost, the sacrifice of human lives, the destruction of property, they should be able to write a paragraph summarizing or giving reasons for the statement that war is costly. Such writing provides valuable practice in composing argumentative paragraphs. Probably the narrative paragraph will be the

most interesting of all to the children. They delight in telling their experiences. They will soon learn that in order to make their paragraph interesting, they must keep in mind the four guiding principles, "Who?", "What?", "When?" and "Where?".

The form of written language most frequently used by hearing children after they leave school and by the acoustically handicapped is the letter. The ability to write interesting, friendly letters, courtesy letters, business letters ordering materials, making applications, asking for recommendations, answering advertisements, should be developed. To make a letter interesting, one should make the reader see, hear and think.

Outlining, the topic sentence form, and the study of the external structure of the paragraph, that is, transition and sentences within the paragraph relating to the whole, should parallel the development of longer compositions. For senior high school and more able students reproductions of essays, related topics, and argumentative paragraphs for and against current subjects might be added.

To obtain the good quality of language, which is our goal, pupils must do a great deal of careful writing from the beginning. Our standards must be high, and our methods uniform, even though our curriculum is flexible. Attitudes and appreciations should be developed as well as skills. Among the desirable attitudes which form the basis for continuous growth are, "Willingness to be correct and to converse with grammatical correctness, consciousness of worthy goals and the desire to attain them, and sensitiveness to poor expression."

There should be equal opportunity for all regardless of defect. To give this we must properly recognize individual differences and adjust to meet individual needs. We should confine pupils to matters which they can learn with success. The slower pupils will need to spend more time in strengthening sentences and paragraphs by reviewing principles assigned to previous years and by practicing those of the present year. Grammatically involved sentences should not be expected of them. Able pupils will not need

so much drill, but they will need analysis, enrichment, recall, and use of topics previously learned.

All matter should be built upon the present knowledge, skill, and taste of pupils. Material should be taken from the experiences of the children, if they are to understand them correctly.

The hearing child learns a large part of his language through imitation, through hearing the conversation of others, of those with whom he associates, and those he hears on the radio. It is said that the normal child has from thirty-five to fifty exposures to a word or an expression before it registers. Since the acoustically handicapped child lacks these advantages, we should attempt to make up for them by keeping constantly before him models of good language. Every teacher, vocational and academic, regardless of the subject taught, should be a language teacher. We should avoid giving them things which will need to be changed later. For instance, in explaining a lesson, a teacher may write abbreviations or fragments of sentences on the blackboard. Again, she may accept something for the time being, hoping to straighten it out later. For example, in teaching indirect discourse, she may feel that "might" and "would" are too hard, and she allows the child to say, "My father told me that I may go home next week." It would save time in the end, to give the correct form in the beginning. On the other hand she may want to be sure that the child understands what she is saying, so she repeats, "I stayed here. I did not go home." Then in the child's written work, he uses many unnecessary repetitions. Of course, he needs to learn that there are times when a person may repeat for the sake of emphasis or for the expansion of ideas as, "Thomas Edison was a great inventor. His genius gave us the phonograph, the moving picture machine, and the electric light bulb."

Hearing people so often decide whether a sentence is correct or complete by the way it sounds. Our deaf children, especially those who became deaf at an early age, do not come by this naturally. In the primary grades the

various language principles taught make up for this deficiency. In the upper grades grammar supplements these principles, it does not replace them. The whole object of teaching grammar is to make the child feel that he can understand the reasons for corrections—why adding a prefix or a suffix will change the meaning of a sentence. He will understand why it is correct to say, "He is not kind," while the meaning is changed if he says, "He is not unkind," or why he should not say, "You are a fool," when he means, "You are fooling." Grammar will teach him that he should place modifiers close to the word they modify and thus prevent him from making such errors as, "I saw a house walking down the street."

Grammatical drills should be based on errors actually made by the class or individual and should be effectively motivated, brief, and interesting. They should form the basis for his progress in the elimination of his errors.

If we are to attain variety in expression, and ability to comprehend the language of others, vocabulary building will need to go hand in hand with language development. We all know that there are three kinds of vocabulary: reading, writing, and speaking. In addition to the words encountered in reading and in other subjects and in daily experiences, we need a basic vocabulary for each grade compiled from the various vocabulary lists and revised to fit the needs of the deaf and hard of hearing children.

Classes and individuals might keep lists of words being acquired as well as those that are being weeded out, "swell," "cute," "many many." The important thing is to make the children realize the value of words, to choose them thoughtfully and carefully. Great writers spend hours, even days on a few words. How different Gray's "Elegy Written in a Country Churchyard" would sound in ordinary words. This is the first stanza as he wrote it:

> The curfew tolls the knoll of parting day,
> The lowing herd winds slowly o'er the lea,
> The plowman homeward plods his weary way,
> And leaves the world to darkness and to me.

This is how it might sound in ordinary words:

The evening bell sounds the death of day,
The noisy cows walk slowly over the meadow,
The farmer, who has been plowing and is tired, walks home,
And leaves the earth to night and to me.

Reading should be encouraged. Occasionally, sentences and paragraphs from books and stories may be chosen to serve as models for original compositions. This procedure aids in developing interest in reading for the purpose of improving language. It was in this way that Benjamin Franklin taught himself to write. First he studied the "Spectator Papers" and took notes. A week later he tried to reproduce the paper. Then by comparing his writing with the original he discovered his own short comings.

In order to secure more respect for the quality of language, which is our goal, greater emphasis should be placed on the development of attitudes and appreciations. This may be encouraged more through self-criticism than through formal school correction. Pupils gain self-confidence through the appreciation of their own efforts. They learn to appraise and to correct their own work with the advice of their classmates and the guidance of their teacher.

Each pupil may be given a chart which contains a list of the items to be checked on original compositions. The list would naturally be very short at first. As each new principle is taught, it should be added. At no time should we attempt to check too many items. One or two short original paragraphs are written on the blackboard. The pupils at their seats check each composition for such items as neatness, legibility, title, margin, indentation of paragraphs, number of complete sentences, fragments of sentences, unnecessary sentences, kinds of sentences, punctuation, capital letters, agreement of subjects and predicates, and agreement of pronouns and antecedents. After this device has been used with the class as a whole, the pupils can be taught to use it with their own papers, at first under the guidance of the teacher, and later individually in revising their own papers before they are turned in. This check on their progress may be continued over a period of weeks. When one item has been mastered, it can

be removed from the list and another added. Much of the actual writing, composing, and revising should be done in the classroom.

In our consideration of the place of language in the education of the acoustically handicapped in preparing them for future citizenship, we have stressed especially the importance of the quality rather than the quantity of written language. Beginning with the mastery of the sentence, we discussed its value as the basis of all written or spoken expression. We have seen the opportunity for variety of interest in developing narrative, descriptive, expository, and argumentative paragraphs. All the world today is writing letters, and our children, too, must develop this art. As an aid to clearness of thought, we have noted the usefulness of the outline. As no one learns unless he has the will to learn, the development of correct attitudes and appreciation for quality becomes imperative. In solving the problems of each individual, we should never assign a task beyond his ability to achieve. We have called attention to the advantage of the constant use of good models of language provided at every opportunity in the classroom and in outside reading. The need for a good basis vocabulary cannot be overemphasized. Last of all we have suggested a practical chart for the child's own use in the detection and elimination of errors in written composition.

These are the goals expected of our high school graduates and college preparatory students. I realize there are many levels of achievement. If we have enabled our pupils to express themselves as accurately and effectively as their ability permits, we can feel that we have truly done our part in preparing our pupils "To live today for tomorrow."

Brass Tacks

BOYCE R. WILLIAMS, M.A.
Vocational Training Director, Indiana State School for the Deaf

A STUDY of most of what has been written about vocational education as it exists in our residential schools for the deaf and of the actual operation of it leads inevitably to two conclusions. We limit these conclusions to two because we wish to make it clear that vocational education is not a static or frozen thing about which conclusive statements may indiscriminately be made. It is and must be fluid if we are to continue to grow in it as new horizons, new ideas come into view.

The first conclusion is that most interested parties are not entirely satisfied with our vocational departments. This dissatisfaction, which is, incidentally, the source of progress, seemingly reaches a peak in times of depression when employment is not readily obtained. We point out with alarm that a large percentage of deaf people are not following the trades in which they received training in school. Therefore, something must be wrong with the schools. We propose to show that the error is not so much in the schools themselves: It is rather in the false beliefs which we school people have allowed to develop both among ourselves and outside of the school sphere, or in our failure to keep abreast of advancement in comprehension of educational functions.

The second conclusion is that we have been unintentionally ambiguous in our writings and discussions of vocational education. This condition is not confined to those brave souls who have carried the torch of enlightenment and progress in their battle of words for better equipped shops, for better qualified teachers, and for greater opportunity for our deaf children in so-called vocational education. Civil service boards, school executives, and we teachers have also erred. Any good book on vocational training will tell us that such training duplicates in so far as possible actual conditions which confront the worker in office, field, or factory, and is aimed at the preparation of the student for employment in

the specific field in which training is taking place. The interneship of a doctor, the apprenticeship of a printer, the work done by advanced students in graduate schools of engineering, and so forth are examples of pure vocational training. We know of no school for the deaf that comes close to realizing such conditions. Furthermore, we do not believe that they should. The reasons for this will be discussed later.

The other type of shop training with which most laymen are familiar is called industrial arts. Such training in short periods of one to two hours daily for one or several days per week is usually aimed primarily at appreciation of the course content, related courses, and a limited degree of proficiency in the simple skills encountered. We acknowledge that our residential school shop offerings go beyond this.

Somewhere between pure vocational training and industrial arts education lies the type of training offered in the shops of residential schools for the deaf. Some schools in selected shops come closer to pure vocational training than do others, but the average school falls short of it. We might say that our shop offerings are properly pre-vocational. We know of no better term to describe them.

Before proceeding further in presenting our thesis, we should like to emphasize that we are not trying to disparage our shop program. We do not believe it needs such treatment. We do feel that we must clarify our thinking about the subject. Clarification will bring to light certain neglected or overlooked facts that will, for the most part, justify our program as it exists providing we understand that we must re-state objectives so that they are more definite and superior than the content of any particular course of study.

For our first step in clarifying vocational education in our schools, we must recognize that the average age of departure of our male students by graduation or other avenues is around eighteen. The word average signifies that some leave at a more tender age than eighteen and some a year or two or three later. Dovetailing this fact to the fact established by scientific research that the average male changes his mind repeatedly between the ages of eighteen

and twenty-four about what vocation he wishes to pursue as a lifetime occupation, we find that it is little short of ludicrous and highly inefficient to attempt to maintain pure vocational education for children younger than eighteen. For example, we may enroll a child in the print shop when he is fourteen and keep him there for from four to six years. We are thrilled at the successful culmination of a long project when he obtains work as a printer apprentice upon leaving school. A few months or years later we are chagrined, disillusioned, and prone to berate the boy when he enters another field of activity. In brief, we have neither a right nor a mandate to prepare a child to enter any specific life work. His life is his own to live as he chooses within the bounds laid down by society. His vocational career must be of his own choosing when he is old enough and sufficiently experienced to make an intelligent choice. He must, of course, have the benefit of the guidance which the home, the church, and the school can provide.

For the second step in clarification, we must recognize that our shop offerings are very meager in relation to the enormous number of careers from which an individual may select. The United States Dictionary of Occupational Titles lists 22,000 different jobs, approximately. These are grouped into more than 500 families of jobs in which certain features are typical of all jobs in the group. For us to think of our fifteen to twenty-five shop offerings as the ideal areas of interest and possible achievement for our students, the trades which they shall learn, the occupations they shall pursue, is unfair to the students because it sharply limits their opportunities in relation to the large number of vocations in which they might succeed, and to ourselves because it muddles our thinking and creates false impressions which cause us to lose sight of the real purpose of shops for adolescents which is to develop fundamental prerequisites to successful living. For a teacher of printing to concentrate heavily upon the preparation of young people to be printers, when it is more than likely that they will not pursue printing as a life trade, is for him first to fall into the greatest of educational sins, fitting the child to the school rather than

the school to the child, and second, to lose his wonderful opportunity to cultivate good citizens through utilizing printing instruction as a means to that end rather than an end in itself.

There is no doubt a great difference of opinion among all people concerned as to why we have the particular shops that we do. Some will maintain that we have a shoe shop, a print shop, a woodworking shop, a bookbindery, and so on because of the economy involved in their contributions to the maintenance of the institution and its residents; a shoe shop to repair the children's shoes; a print shop to provide the printed matter needed by the institution; a woodworking shop to repair and replace furniture and installations; a bookbindery to repair textbooks and library books. A study of the history of any single school will reveal much that bears out this premise. Others will say just as vehemently that in most schools the shops were created and maintained solely for their educational value, and that if some shops have dropped to a mere maintenance or convenience level, it is the fault of the school administration and should be corrected. Somewhere between these extremes lies the true situation. Without question it varies in every school. What is more important to us is that it is of little significance as long as certain objectives which we shall produce later are held uppermost in mind.

For the third step, we know that industry in general has expressed its desire to train its own employees. This is, of course, the most economical, sensible, and efficient procedure. Should we attempt skilled vocational training in several specific areas at a technical level sufficiently advanced to enable the graduates to step right into the factory as valuable employees, the employers might be very grateful to us for saving them the expense of training. However, other employers who gathered no benefit from our program might want to know why we were playing favorites, why their tax money should be used to train employees for other industries. Also, the bricklayers union or the International Brotherhood of Electrical Workers might want to know why we were developing potential dues

payers for only the carpenters union or the printers union.

The fourth step brings to mind a friend of ours who urged us to persuade our superintendent to set up a bakery in the school because the baking field gave promise of employment possibilities for the deaf. It was not possible to do so although we considered it desirable both as a training ground for young deaf people and as an important addition to our kitchen. Later developments brought out the fact that a bakery for training purposes so that the deaf could gain employment in that field was totally unnecessary. Not less than twenty-five of our ex-students have been successfully employed in the large bakeries in Indianapolis since that time. The point is this: Most industry has so refined its production processes into small units of work that much present day training is an insignificant matter consuming anywhere from five minutes to a few weeks of time. There are thousands of deaf people the country over who can verify that statement. After the war, industry will continue to produce as it has learned to do under the pressure of war demands because the highly refined mass production methods which have been developed are the cheapest means to the finished article, and, hence, promise the largest profits. What does this mean vocationally? We think that it means that industry will continue to train the bulk of its employees, especially those in the lower brackets of skill. Short term courses, observation of experienced workers, break-in periods, and so forth, will be the order of the day as they are now. It means further, and most important to us, that industry will be looking for employees with certain basic characteristics. These characteristics are the theme of this paper.

The fifth step in our clarification of the vocational problem is that per capita costs for vocational education are, to put it bluntly, terrific. Suppose that we might handily overlook the first four points—(1) the immaturity of our students, (2) the limited scope of our offerings as compared to the total in which deaf people can succeed, (3) the desire of industry to train its own employees in the specific skills they need, and (4) the fact that the skills demanded by the vast proportion of modern industry are relatively simple. Dis-

regarding these four points, how is any single school for the deaf to undertake a passable program of pure vocational training with the limited funds at its disposal? A program of this type in even a few chosen fields demands that the equipment in use keep abreast of modern inventions. To do so would entail heavy and frequent capital outlays that would greatly increase annual budgets and make per capita costs for vocational training out of all proportion relatively to the total per capita outlay. To be sure, in some vocations such as shoe repairing and upholstering the cost of equipment is relatively small, becomes obsolescent less rapidly than in others, and can no doubt be kept in line with latest developments without too much pinching of the budget. However, in lines of work like printing or machine shop practice no school can maintain modern equipment without severely restricting the other functions of the school, functions which are of equal importance in most cases and greater in others,

What we have just said does not imply that we believe that our shops should be equipped with relics of past decades. It is true that too often they are and that is unfortunate. It does mean that we cannot from the financial point of view hope to maintain highly specialized shops on an up-to-date basis. The rapid evolution of high production machines and the constant refinements and additions have created a working condition which is not within the scope of our educational sphere and should not be for reasons which have been stated.

To repeat, we have not tried to belittle our shop offerings. We have tried to present certain facts with which we may clarify our thinking about the kind of vocational education which is offered in our schools. These facts are: First, that our students are as a rule too young to make any specific vocational choice before leaving school since most of them are well over eighteen years of age, the average age of depature for our male students, before they have made that vital decision of what their life work shall be; second, the vast number of occupational opportunities in which deaf people may succeed indicates that schools have no right to force down the throats of the young the trades represented

in their shops; third, industry, both large and small, is interested in training its own employees; fourth, continual refinement of mass production and its extension to more and more lines of endeavor under the pressure of war has eliminated many of the old skills as we have known them and has accordingly minimized the amount of training needed; and fifth, pure vocational training in several fields of high skill is beyond the financial range of any school for the deaf no matter how generous its budget is.

Do we seem to have ourselves cornered now? We think not. Take several of the aforementioned facts—the immaturity of our students, the disappearance of the old, complicated, highly skilled processes, and the great number of occupational opportunities open to the deaf. Add them up and the answer is that we must aim at basic things in our vocational training. We must get down to the brass tacks, the fundamentals. What things are basic? What things are essential for any deaf man to succeed in an occupation of his choice or one in which he has an opportunity? Discover these basic things, these brass tacks of reality, then we have the key to our vocational program for they are the essentials by which we earn our bread and butter.

In Indiana we have spent a great deal of time searching, evaluating, discussing. Finally, we have decided upon some of the things that we believe to be basic to the success of all people in any line of activity. We do not believe that we have discovered all of them. We welcome suggestions for any that we may have overlooked or erroneously disregarded. We have listed five things which we believe to be fundamental. They are the objectives or aims of all work in our vocational department. Printing is not taught as an end in itself. It is taught as a means to realizing these five basic elements to success. The same is true of shoe repairing, bookbinding, upholstering, and so on. They are not the aims of our work as teachers. They are pathways toward our objectives.

In our search of literature about the deaf at work and in our discussions with deaf people who have failed or succeeded

one fact is predominant. It is attitude. Those with a good attitude are invariably successful. Those with a bad attitude are inevitably the floaters who move from one job to another at a discouraging rate. Attitude is, then, our first and prime objective. We conceive it to be honesty, truthfulness, cooperation, respect for superiors and peers, faith, loyalty, absence of suspicion, appreciaton, interest, effort, and promptness. Attitude is one of those intangibles that can not be taught like arithmetic and cabinet making. It is best brought about by the skillful teacher constantly reminding the students of its importance, by making them conscious of their need to develop the best attitude possible, and by encompassing them in an environment saturated with good attitude.

Our second objective grows from our realization that our students face a very complex life which is constantly changing as new processes, new materials, new machines, and new ideas are invented and brought into practice. The statements of a number of employers that the deaf are not readily adaptable gives us the key word. Adaptability is, then, the second objective, the second basic thing. Our students must develop the power to meet new or rapidly changing situations, each to his native capacity. How can this be done? The old idea of a trade for each student must be eliminated, especially since we believe that our students are too young to have themselves cut to fit any trade we might offer. The procedure of rotating the younger children through all shops just as many schools do is followed. After completing the rotation, each student specializes in his chosen shop just as in other schools. However, as soon as a student has learned all that we think he can learn in a given shop, or as soon as evidence indicates it is desirable, we transfer him to a new field of specialization. Those students who fail to progress in the academic portion of the school program and are assigned to a double vocational program experience the same treatment. Their extra shop time is spent not in their present area of specialization, but in another, perhaps completely different, area. In short, our whole program is devoted to developing adaptability by giving each student

as much opportunity as possible to learn to handle all of the materials, tools, and machines which we possess. You may say, "Jack of all trades and master of none." We remind you that many trades as we have known them are no more. Most of our students will work for others, probably in factories. Attitudes and adaptability are what the factory managers prize most.

It is pertinent to point out here, as further evidence that we are not trying to depreciate our vocational training programs, that it is highly desirable from the standpoint of cultivating adaptability for a school to have as diversified a shop offering as possible. The greater the variety of shops and activities in them, the greater the number and kinds of machines available for student use, the greater the variety of materials with which the students work, the greater the number and kinds of tools at hand, the greater is each student's opportunity to cultivate this basic requirement to vocational success. It is needless to say that the development of adaptability is, of course, variable in individuals due to differences in intelligence, physical maturity, attitude, and similar conditioning factors. The fact remains that each individual should have maximum opportunity to develop it, as well as all other basic factors, to his individual capacity.

Our third objective is measurement. It is exceedingly difficult to name a single line of employment in which measurement is not a basic thing. We venture the statement that advancement in the occupational scale is governed to a significent extent by one's mastery of measurement, other fundamentals being equal. We stress at all times that our students master the kinds of measurement with which they work in a given shop.

Our fourth objective is skill. We believe skill to be a combination of accuracy and speed. Speed is believed to be not so much a matter of rapid movement, but a result of consistently accurate work. Consequently, our teachers stress accuracy as the proper approach to skill, allowance being made for individuals for several conditioning factors such as experiential background, physical and mental states, and so forth.

Our fifth and last objective is knowledge of actual working conditions. We believe our students should have knowledge of hours, wages, safety rules, pensions, group insurance, seniority, seasonal employment, withholding taxes, social security, labor unions, proper employer-employee relationships, and so on. Many misunderstandings can be avoided through working toward this objective.

Attitude, adaptability, measurement, skill, and knowledge of actual working conditions are our basic essentials to vocational success. Consequently, they are the objectives of our vocational department. They are the ends toward which all of our shops strive. Our students are fully aware of them. They have accepted them as worthy, definite, and specific to their needs. Incidentally, this acceptance by the students is mandatory to the successful pursuit of any objective in any undertaking. The adoption of these objectives has not forced us to turn the department inside out. The study to discover them and the discussions prior to their adoption has helped us to get first things first, the horse before the cart. We no longer fuss or exude confusion about a boy who has majored in the shoe repair shop and then has entered machine shop work successfully. He shows a good attitude. He is adaptable. He can measure. He is skillful. He exhibits knowledge of actual working conditions. He is successful. That's what we are aiming at. Our shoe repairing teacher has done a fine job.

To those who believe that schools should concentrate on pure vocational training, that what we have said aims too low, that under these objectives the deaf will have little opportunity for the higher paying jobs which require more skill, to those people we repeat that first things come first. The basic things which we have named are the stepping stones to higher occupational levels. They are the first rungs on the ladder to success. Those individuals who master these basic things and who have sufficient intelligence to advance to higher occupational levels will find that they may do so by up-grading or promotion in the plants in which they gain employment, or by direct assistance for advanced training from state departments of rehabilitation.

We should be very happy to hear from the people who agree with us, but especially should we like to hear from those who disagree for we feel that only by such discussion can we eliminate the inconsistencies of our beliefs and arrive at the truth.

THEY PLACE THEIR TRUST IN ME

They come to me, a happy group,
  And greet me at the door;
They take their seats and ready seem
  For every classroom chore.

They cannot sense the sound of rain
  Nor bird's sweet roundelay
By ear, whose seal of silence which
  But God can roll away.

I know it is a solemn task,
  A teacher's greatest must:
To shape their yielding hearts and minds,
  For which in me they trust.

And I, who work with living clay
  To fashion noblest art,
Aspire to mold the mind with depth,
  And put God in the heart.

At times I grope with little faith
  That I their minds can free,
Yet, still, they do the work I give,
  With constant trust in me.

At tasks whene'er they face hard knots,
  They look in silent plea
That I shall take them by the hand,
  Because they trust in me.

Some day they must go out from school,
  All feeling learned and free;
But should I fail them in their trust,
  They shall remember me!

Lord, make me worthy of their trust,
  And let my work agree
With laws of Thine to lift them up
  In knowledge and to Thee.

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Murals Are Fun

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DURING the past few months, the basement playroom of Primary Hall at the Wisconsin School for the Deaf has come to life with a gay circus mural. The mural is the work of a group of sixth, eighth and tenth grade pupils, who were chosen because of their ability, industry and enthusiasm. The project was started in January and the class worked from four to six hours a week until its completion a few weeks before the close of school.

A circus motif was decided upon as being a suitable subject for the walls of a small children's playroom. Some research was done but most of the sketches were original and from memory. Much of the preliminary work was done in the studio because of the distance between the buildings and the better working facilities in the studio.

Two girls and three boys comprised our group and the work of taking measurements and the drawing of the room plan was taken over by the boys. The irregular wall spaces so often found in basements were, from the start, a challenge to our ingenuity. How to avoid pipes, light switches and wall slates was a problem.

As only two spaces were not cut up by doors and windows we decided to use the longer of the two for our parade, consisting of a band in snappy red uniforms, resplendent with gold braid and a circus wagon drawn by two white horses. The other long space we used for our acrobats, ringmaster and trick horse. A high narrow space above one of the wall slates seemed just the place for the monkeys, who are climbing all over it and hanging by their tails down the sides.

Against a background of spectators all around the room, one sees clowns, bareback riders, trapeze performers, the fat lady, the thin man, a snake charmer, trick dogs, trained seals and many other familiar circus figures.

The base of the circular fire escape was utilized to depict

the entrance to the big tent with an interesting group waiting in line for tickets. One amusing character is a small boy attempting an entrance by crawling under the canvas. He is being chased by an irate attendant with a big stick. Soldiers, sailors and their gaily clad companions, a pair of twins and many others help to make up the usual motley circus crowd.

The original sketches were the work of Peter and Betty. Jennie, Walter and Albert helped with measurements, enlargements and painting. Preliminary sketches were drawn on 9 by 12 water color paper and when the colors were decided upon they were added. These were mounted on long strips of paper, in sequence. In this way we were able to visualize our project as a unit before the actual work on the murals was begun.

The sketches were enlarged to scale on 36 inch wrapping paper. These were held to the light against a window and traced with orange chalk on the reverse side. They were secured to the wall with gummed tape and traced. All of the backgrounds and many of the units were drawn free hand directly on the wall, which had been painted previously by the school painter. The floor and wainscoating were painted a soft green and the walls and ceiling a light blue, which makes an excellent background.

Tempera colors were used because of their adaptability and economical price. When finished the walls were gone over with a protective coat of shellac. The paint was purchased in quart size jars and we mixed the colors in fairly large pans which we kept carefully covered when not in use. We combined pastels, grayed and bright colors and found the result pleasing.

Many changes were made in our original plans after the work was actually under way and some of the most effective work was inspired by the need to fill a difficult space. We all learned a great deal in the making of our mural and when we attempt another we shall benefit by our mistakes and experience.

By far the most gratifying result of our project was the spirit of co-operation which developed among the boys and

girls. The friendly and helpful criticism of one another's work and the real joy and satisfaction derived from making the playroom a pleasant and happy place, more than compensated for the many hours of labor.

On the Friday following the completion of the murals, Open House was held and the class acted as hosts and hostesses to the Institution family. To add to the gaiety of the occasion, appropriate costumes were worn by the class and also by the tenth grade who assisted with the entertainment. From a gaily decorated booth, ice cream cones were served to the guests who seemed to agree with us that murals are fun.

Higher Education for the Deaf

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NOT so very long ago a distinguished educator of the deaf from another land, while on a visit to this country, stopped for a time at Gallaudet College, the national college for the deaf in Washington. It was not his first visit there, but this time he had a special purpose in mind. He wished to gather first-hand as much information as he could on the justification for a college for the deaf, so that on returning to his own land he would be in a position to argue for a similar institution there. It was not a difficult task to provide the necessary information. Gallaudet College in the more than 75 years of its history can point with pride to a long array of achievements by its sons and daughters in the gentle field of arts and letters, in the sciences, in the world of industry and business, in the church, in the professions. But there was another point that appealed to our visitor. He was greatly impressed with the thought that an institution of higher learning for the deaf would be of incalculable value in its effect on the views people in general have toward the deaf. He felt that a college for the deaf was good public investment in proving that the deaf could develop the higher intellectual attainments, and that bringing this fact home to the population at large was in itself of great importance. This new regard for the deaf and their abilities could not fail to lighten much of the misunderstanding against which the deaf have had to struggle for so long a time. This will help us to understand why it was that Thomas Hopkins Gallaudet could, with the original school at Hartford barely out of the fledgling stage, see the need of also establishing a college for the deaf, a goal carried to fruition by his son, Edward Miner Gallaudet. The

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higher education of the deaf is thus closely knit in with the broader philosophy of education for the deaf, and for that reason should claim the interest of every true teacher of the deaf.

The original purposes for which Gallaudet College was established have since merged into a series of what we believe to be workable, attainable objectives. Foremost among these objectives are those which may be grouped under the general heading of personal growth, referring to qualities that cannot perhaps be pinned down to textbook treatment but which are nevertheless of paramount importance. We have in mind the development of character, an education in the broader sense of tolerance and sympathy for one's fellow men, wholesome health, and leadership. Under the impact of these objectives, we hope to see our young men and young women become adequate human beings who know how to live among other human beings.

As practical substance for these aims the college provides a program based mainly on the liberal arts and sciences, including skill in language, with special emphasis on correct use of the Mother Tongue, and some first-hand experience with literature; careful grounding in the fundamentals of mathematics; natural science, including practical laboratory procedures; a broad knowledge of history; acquaintance with the political and social sciences; and a carefully organized program of physical education. As its aims are not those of the technical school, it does not provide a concentration of interest along highly specialized lines. It does, however, furnish opportunity for those of its students who may have the inclination to acquire at least the basic trainings in chemistry, in bacteriology, in the graphic arts, in foods and clothing, and for a teaching career.

We take the stand also that the higher learning our young men and young women acquire is not limited to that of the classroom, the laboratory or the textbook. College life for the deaf, as we have already suggested, should afford an opportunity for a more indirect yet highly potent kind of development, in the practice of getting along with one's fellowmen, in the practical lessons in give and take involved

in wholesome living. This can come from the interplay of the daily experiences in the residence halls, in the dining rooms, the reading rooms, the library, the campus, the social activities, the athletic events, the chapel meetings. The all-round experience thus obtained makes for a broad and effective personality growth.

Within the framework here described, the curriculum of the college proper covers very much the same outline of study called for in the usual college offering a four-year bachelor's degree. Gallaudet College, however, finds it necessary to include a preliminary year in a Preparatory Class, to be sure the normal high school work has been rounded out.

Since the college recruits its student personnel almost entirely from schools for the deaf, and particularly from the public residential schools, it may be well to examine a number of characteristics of those candidates for admission who finally enter the college, in the hope that thereby the schools may find suggestions for the preparation of such candidates. Some 2,250 young men and women have since its founding in 1864 been registered on its rolls. For the purposes of this report it may suffice to select a segment of that number for special study to note, among other things, possible answers to such questions as: At what age do our entrants come to us? Has there been a difference in the number of young men as against young women? From which states? What was the cause of deafness? When did deafness occur? How long a schooling did these candidates for admission have? What kind of homes do they come from, as determined by the occupation of the father? And finally, are there deaf relatives? No educator of the deaf will contest the value of such information.

So that it will be of immediate as well as representative importance, the segment chosen for this special analysis will include only those students who have entered Gallaudet College within the last five years, that is, in the period between 1939 and 1944. This will include what may be called the current cycle of five years, which comprises the present

Preparatory Class and the freshman to senior class. In all, 213 students will be considered.

Of this latter number, 116 are young men, and 97 young women. A difference of this kind is to be expected if we are to judge from the annual enrollment figures for schools for the deaf as given in the *American Annals of the Deaf*, the proportion of male to female in each case being almost identical. This means the college is giving fair consideration to the two sexes so far as numbers are concerned. This is further emphasized by the fact that up to the time this report was prepared a close approximation of the original ratio of enrollment as between the two sexes has been maintained over the cycle of five years; that is 35 per cent of the young men and 37 per cent of the young women have for one reason or another left the college before completion of the course.

The average age of the same total group was 19 years and 1 month on admission to college. When that average is broken down, a fact of importance seems to emerge. Thus, for the group that has already left college before completion of the course, the average age on admission was 19 years and 4 months, whereas the average age of those who have remained until this time was 18 years 11 months on admission. A conclusion that may be drawn from this fact is that age seems to be an influence in determining whether a student will remain; that is, the older the entering student, the less there may be of ability to cope with the work, or of motivation to continue. Also, according to the figures we have been able to obtain, the oldest group at time of admission was that of the young men who have since given up their college work, the average in this instance being 19 years 6 months, the corresponding average ages for the other group being 19 years 1 month for the young women who have left, and 19 years 0 months and 18 years 10 months for the young men and young women, respectively, who are still in college or who have been graduated in the same period.

The 213 students we have been considering came to us from 39 different states of the Union, the District of Co-

lumbia and Canada, truly a widespread and national representation. How these states have fared in the college success of the entrants they have sent us is indicated by this distribution:

State	*Students Who Have Left College*		*Still in College*		*Total*
	Male	*Female*	*Male*	*Female*	
Arizona		1			1
Arkansas		1	1		2
California	1	1	4	5	11
Colorado	4	1	2	1	8
Connecticut		2	5	1	8
Dist. of Columbia	3	1		4	8
Florida	2	1		2	5
Georgia	1	1	2		4
Idaho				1	1
Illinois			2	3	5
Indiana	4	3	2	7	16
Iowa	1		1	2	4
Kansas	1	3	3	1	8
Kentucky			5	2	7
Louisiana				2	2
Maryland	1	2	1	1	5
Michigan			3		3
Minnesota	2	3	3	2	10
Mississippi	1				1
Missouri	5	3	3	2	13
Montana	2	1	1	1	5
Nebraska		2	2	1	5
New Jersey				3	3
New Mexico	1				1
New York			7	3	10
North Carolina			1	1	2
North Dakota		1	1	2	4
Ohio		1		3	4
Oklahoma	1	1		1	3
Oregon			2		2
Pennsylvania			1	2	3
South Carolina	1		2		3
South Dakota		1	1	2	4
Tennessee	2		1		3
Texas		1	5	1	7
Utah	1	1	3		5
Virginia	2	1	3		6
Washington	2		1	1	4
West Virginia	1	1		3	5
Wisconsin	2	2	3	1	8
Canada			4		4
Total	41	36	75	61	213

Among the striking characteristics of this table are these: There is a differing incidence of enrollment as regards different states; numerically there is a fairly even distribution

among the Eastern, the Central, North Central, Southern and Western states as geographical divisions; by scale of general population the Southern and Western states show greatest representation; Michigan has recently sent candidates but has a low numerical listing; the size of a contingent of students from any one state at Gallaudet College should be considered according to the size of the state school from which they came and according to the proportion that has remained in college.

The cause of deafness finds the group of 213 students we have been studying divided as follows: One-fifth (20.1%) were cases of congenital deafness and seven-tenths (71.8%) cases of adventitious deafness, the remaining cases being marked "Unknown." The proportion of cases with congenital deafness is greater in the group still in college than in the group that has already given up college work, the percentages of the totals being 22.8 and 15.6, respectively. This argues strongly against any assumption that the college offers no encouragement for those who are born deaf.

Examination of the causes named in the case of those whose deafness is acquired after birth indicates a marked frequency of meningitis. Some form of this disease—spinal meningitis, cerebro-spinal meningitis, cerebral meningitis—was mentioned as the cause of deafness in 71 out of 153 cases reporting adventitious impairment of hearing, a ratio of 46.4 per cent.

For the group comprising those losing hearing after birth, the total average age when deafness occurred was found to be 6.9 years. Strangely enough, among those in the same group who have given up college work, the average age when hearing was lost was 7.1 years, whereas the average age when hearing was lost for those in the same group who are still continuing with their college work was 6.8 years. The inference here is that when deafness occurs at a certain stage in childhood a few added months of hearing experience do not necessarily assure success at college, since the group remaining in college was on the average three to four months younger in age when deafness occurred. This fact seems to be something of a corollary to the statement already made

that there is a greater proportion of congenital deafness among those still in college than among those who have left.

A compilation of the average length of schooling which these students have had prior to entering college ties up with a number of interesting facts. In the first place, the general average of such preparation for the entire group of 213 students was 11.7 years, which if measured numerically would add up to what would normally be the usual 8 grades of elementary school work with almost 4 years of additional study. How much of the supplementary period is really within the secondary school level is a problem. A possible, or better yet, a partial answer may be found in the results obtained with the New Stanford Achievement Tests which are given each fall to the members of the Preparatory Class. In these tests, the general medians attained in the past five years (1939-1944) were, in terms of school-year levels, each time safely within, or even somewhat above, the 11th grade, as measured by these facts. Here then is indication that within the scope of that average 11.7 years of schooling the students who come to Gallaudet College attain an academic achievement comparable to that of the second half of the high school. With an intensive course of study in the Preparatory year, it is likely our students enter the Freshman year with practically the secondary school background completed. It should also be remembered that the 11th grade standing at the start of the Preparatory Class work represents the median achievement level. A point of significance in this connection is that a larger number of entrants who are below the median in the New Stanford Tests drop out by the end of the Preparatory year, than of those above the median, thus raising the median for the class to a relatively higher level than would be expected from the year's additional school experience alone.

Referring again to a consideration of the average length of schooling obtained by entrants to Gallaudet College, namely 11.7 years, it should be said that this average is the same for the group who were not able to continue college work as for the group who at the present writing are still

in college, in each case the average being the same as that for the whole group here considered, namely 11.7 years. From this it would appear that cause of failure to keep up with college work is not a correlative of *amount* of preparatory schooling. The answer may be found in the *quality* of the preparation.

These figures of grade levels and averages as they pertain to the students who enroll in Gallaudet College have a broader significance than just the numerical aspects. Since the 213 students represent at least 39 different states, the 11.7 years of schooling with which they enrolled at the college may be said to represent closely the length and type of training generally provided in American schools for the deaf for the more capable of their pupils who wish to continue with their formal education.

Practically one out of five of the students in the group here studied had one or both of the parents born in a foreign land. A further interesting point appears in this connection. For the 77 students enrolled in the past five years who have since dropped out of college, only 9, that is 12 per cent, had one or both of the parents born outside the United States, whereas for the group who are still in college (136 students) the corresponding number is 40, or 23 per cent; that is, twice as great a ratio of foreign-born parentage. May we draw the inference from this that deaf children of foreign-born parents maintain a more sustained appreciation of education than do children of native-born parents and hence work harder or show more of a continuing interest in their studies?

It would not be practical here to tabulate all of the occupations engaged in by the parents of our students, but summarized the information shows a tendency toward the skilled trades, though the single occupation listed more often than any other is that of farming.

The listing of deaf relatives is of interest not so much as a study in heredity, but rather for its meaning as part of the environmental, hence educational, influence brought to bear upon the student. In this respect it seems it would make a difference if a student has deaf relatives either in his im-

mediate home environment or in the circle of the extended family. Not quite a third, or 30 per cent of the total group we have been studying, reported deaf relatives. There is a slight difference, however, when on this point we compare those who have given up their college work with those who have remained; for the former the proportion who have deaf relatives is 28 per cent, for the latter it is 32 per cent. From this it may be said that having deaf relatives appears to offer no special handicap to success in college work; if anything such success seems more pronounced for those who have deaf relatives.

In this paper frequent reference has been made to a group of students at Gallaudet College who in the past five years have dropped out. A comparison of this group was made with those students who in the same period have persisted in their work, the idea being that perhaps reasons for the failure to complete the course would be suggested. We have the right to assume that every student who enters the college does so originally with the desire to succeed there.

We turn now frankly to a subjective view of the situation. The writer has been a member of the staff of the college a reasonably long enough time to note at least the broader aspects of the causes of failure on the one hand and of success on the other. There must of course be some measure of self-motivation on the part of the student; he must have within him some kind of fire that will keep him heated up to his task. No amount of course offering will do any good if this spark is not present. The student must be equipped with a measure of self-confidence. We may call this the ability to stand on his own feet. When he enters college he is no longer a pupil; he is a student. He must now learn to use textbooks, and books of reference, independently. He cannot expect the instructor to devote more than a fair share of time and effort for his, the student's needs. He must learn that he is on his own. In truth, college training aims to do just that, compel a student to rely on his own powers.

Then there is the matter of application to one's work. The student must come prepared to expend real effort. College study will not succeed on a process of skimming or

touching the high spots. Before his preparatory year is out, the student learns that his mathematics lesson, and his Latin, history, or English assignment must be painstakingly, thoroughly prepared. No better suggestion can be offered to the schools preparing prospective candidates for admission to the college than that they foster in them the spirit for this type of sustained attention and effort in their studies.

The staff at the college feel that attendance at the neighboring corner drug store is no substitute for attendance in the classroom. The staff also feel that the prescribed assignments and duties should be accorded at least a reasonable amount of interest and effort on the part of the student. Given the necessary mental stamina and tenacity of purpose, the deaf young man or young woman need not find the going impossible at the college. This is how the writer, as a member of the staff, sees it.

It may be of value also to consider the problem as the students see it. Recently the members of the upper classes, students who had taken the college courses in psychology, were asked to submit an opinion on the reasons why some students fail to complete the course of college. Foremost on their list as a reason for failure is lack, or rather loss, of ambition. Then follows in succession, in the order of prominence given them, such reasons as these: Disappointment with college life, that is college is not what the student expected it to be; the student does not have the necessary ability; the student's interests are not properly balanced; the student spends too much time on frivolous activities; faulty methods of study; inadequate preparation before coming to college; insufficient time given to study; weak character; lack of encouragement for the student; the student is too easily upset; desire to marry; lack of funds; poor health; too many outside activities; poor teaching; immaturity of the student; and finally, pressure from home for the student to give up his college work. In addition they suggested a number of other possible reasons, chief of which was the lure of high wages outside (a condition especially true of the present time).

There would not be time here to treat adequately each of

these reasons as seen by the students themselves. In passing it will be possible to touch on only a few of them. For one thing it is a serious matter that after a school has gone to the trouble of arranging a special program to help a candidate acquire the qualifications to enter college, the student then reverts to loss of ambition. Something also may be wrong somewhere if the student finds that, after all, the college is not what he expected it to be. Perhaps his concepts of college life need some revision. If he expects to find immense stadia, superbly equipped gymnasia, complexly organized athletic coaching systems, fraternity and sorority houses—all of the usual accompaniments and may we say, the impedimenta, of the modern American university, alas, he will not find them on Kendall Green. And before leaving this part of the discussion it should be noted that the students themselves do not see failure as due to poor teaching, at least not to any important degree.

The college finds gratification in the facts established by an organized program of standardized examinations. The use of the New Stanford Achievement Tests in the fall for all entrants has already been mentioned, to reveal the steadily advancing level of attainment with which the new classes come to us. When our students reach the freshman year, they are all given the College Freshman Psychological Examination prepared by the American Council on Education and widely used in American colleges and universities. In those portions of the examination which have a language content our students do not compare so well with students in other colleges, but where it deals with quantitative or mathematical content, they frequently are superior. In effect this examination is in the nature of a mental test, intended to determine the abilities essential for success in the work of the average American college. Having used this examination at Gallaudet College for the past decade, we have noted the recurring fact that a considerable number of our students will stand high up in the general percentiles, even close to the very top, and that no matter how weak our poorest students show themselves to be on the test, there always are some students in other colleges still weaker.

At the close of the sophomore year at Gallaudet College, our students participate in the annual National Cooperative Sophomore Testing Program, also conducted on a nation-wide scale by the American Council on Education. This comprises a series of examinations in the content-matter of college subjects. Frankly, we find encouragement in the results, and it must be here remembered we are being measured by the standards set for colleges in general. Briefly, they tell us that our students, after they have completed the second year of college study, are not equal to the general norms in effectiveness of expression in English, in their command of the reading skills, in their general knowledge of history, the social studies, literature, science, modern fine arts and contemporary amusements. Against this, however, our deaf students excel other students in the mechanics of expression, that is, in grammatical usage; in mathematics, in knowledge of contemporary political events, contemporary social and economic events, in knowledge of modern science and medicine, and modern literature. Thus though in some studies our students do not do so well, in others they are actually superior. It must be remembered these are the same students which the schools for the deaf have sent to us, now standing up to the same tests of knowledge taken by students in other colleges.

It is time to bring this report to a close. An effort was made here to indicate the general and specific objectives of higher education for the deaf as maintained at Gallaudet College. An analysis of the nature of our student personnel was offered to bring out the human side. The attributes essential to success in college work were considered, and possible reasons for failure to complete the college course were frankly dealt with. The relative standing of our deaf students are revealed by the objective findings of standardized examinations was described. All in all, it is our conclusion and our conviction that higher education for the deaf is still a constructive social undertaking.

A Vocabulary Project

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AT THE Second Convention of the American Instructors of the Deaf and Dumb held at the American Asylum for the Deaf and Dumb at Hartford, Connecticut in August 1851, Dr. Harvey Prindle Peet, President of the New York Institution for the Instruction of the Deaf and Dumb, read a paper which decried the sad lack of text books for use in teaching the deaf. To quote Dr. Peet, "It is but half a dozen years since all of our teachers were reduced to the necessity, either to select from among books designed for children who hear, and hence, prepared wthout the slightest reference or adaptation to the peculiar circumstances of the deaf and dumb, or else to accomplish, each for himself, as best he might, the difficult and perplexing task of preparing, day by day, his own lessons—which were then to be inaccurately and half legibly copied by the pupils."

Dr. Peet went on to tell how this great need led him to prepare a volume of *Elementary Lessons* for the use of deaf children during their first year in school. I happen to possess this volume in the third edition. It is profusely illustrated, many of the lessons comprising page after page of "Names with Cuts." There are numerous words in this little book that we would not consider a necessary part of the deaf child's vocabulary today. One of these, I may hasten to say, is the word *dumb*, or rather the expression *deaf and dumb*, which has long since been changed by intelligent people to *the deaf*, just as *asylum* has given way to *school*.

From earliest times the use of pictures has been an integral part of teaching language to the deaf. The modern teacher in our schools of today has an immense accumulation of pictures cut from magazines, mail-order catalogues, seed catalogues, and such, even as the school ma'am of Dr. Peet's time. The teacher of today is most fortunate in having modern text books and work books, primarily written for children with normal hearing but very easily adapted for use

with the slow learner or the deaf child. The picture dictionaries are exceptionally good—yet to use a dictionary of any sort presupposes that one knows the word he wishes to look up. There is an abundance of commercially prepared seat work in vocabulary building on the market. It is excellent for use in our intermediate grades but both pictures and type are too small for use with the very young child. Then, too, these ready-made vocabularies are not as we might wish to have them.

That there should be special vocabularies peculiarly suited to teaching the deaf seems to be stressed in almost any school's course of study or detailed outline for the lower grades. In word lists, nouns predominate. They come first as a matter of course, and are usually classified for greater facility in comprehension. Here is where the ancient school ma'am or the modern teacher makes use of her private picture collection. She has her charts showing parts of the body, articles of clothing, toys, animals, fruits, vegetables, or any unit of work the class may be studying. Many pictures are mounted on cards of uniform size and filed away under the various classifications.

The deaf child has returned from a trip to the zoo. He wants to find the name of a certain animal he saw. It might be necessary to thumb through hundreds of pages of an illustrated dictionary to find it. But he knows he can go to his teacher's picture file, look under *Animals* and find it in short order. Thus, much time is saved and he can go on with writing his journal, or his letter, or whatever he is doing. This picture file does not supplant the dictionary, for knowing the word he wishes to look up, he can go to the dictionary or encyclopedia for further information.

Yes, time is saved for the child—but think of the teacher! She has spent countless hours outside the classroom collecting and preparing her illustrated vocabulary, and it takes years and years before one has an adequate file. It is not a new idea. The first school for the deaf in America was establshed at Hartford, Connecticut in 1817. For one hundred and twenty-seven years teachers of the deaf have been making their picture vocabularies the hard way.

Eighteen years ago while I was in the training class at the Michigan School for the Deaf, I thought, "Why doesn't someone do something about it?" And then for eighteen years I kept jogging along in the same rut. In the past decade or so textbooks for use in public schools have been revolutionized and schools for the deaf have profited by having an abundance of material to select from that can so easily be used with deaf children. But since this vocabulary business is peculiarly our own it seems that someone in our field should do something so that all of our schools could supply teachers with an adequate picture vocabulary.

In 1930 our principal, Mr. Edwin G. Peterson, recently superintendent of the Montana School, was interested to the extent of permitting me to order material for mounting my pictures. The school printing instructor cut one thousand cards of oak tag eight by ten inches for me. This had to be supplemented by construction paper approximately twelve by fourteen inches to accommodate larger pictures, for of course, the pictures were not made for the purpose. With this tremendous amount of outside work to do, I resumed jogging along.

Not until this year have I had real encouragement to carry my pet dream to the point where something may really be done about it. Our assistant principal, Miss Bessie Pugh, has shown unbounded enthusiasm. Since she was placed in charge of a Directed Teaching program on our campus, in connection with the Training School of Western Michigan College of Education, my vocabulary project has become a part of my course in Directed Teaching. Our superintendent, Mr. Harley Z. Wooden, gives us some hope of finding the where-with-all for eventual publication.

In considering the project on a large scale we had to think about what would be the best size for universal use in schools for the deaf. Pictures should be large enough to use in group instruction, probably with the Plymouth Chart. So we have designed a white card of Bristol board 5¼ inches high and 9 inches long. At the left side there is a neutral brown strip 1½ inches wide to keep the card from becoming soiled with much handling. The upper left hand corner is

cut off at a 45° angle for ease in filing and assurance that the pictures are right side up and facing forward. Approximately an inch at the lower edge is kept free of lines so that no part of the illustration may be hidden when inserted in the chart. There is no printing of any sort on the face of the card. Holding the card in the left hand, turn it over to reveal the name of the object printed in heavy black type, with the plural form in parenthesis and the word repeated in cursive writing. Here we have material for use in simple vocabulary building, in spelling, in sentence construction, and in general and factual information. Its use is limited only by the teacher's ingenuity.

The picture file should be as attractive and colorful as a child's modern reader. Making outlines with India ink and filling them in with show card colors makes a picture that appeals to the small child and gives him a great incentive to learn the new words. He is so fascinated by this means of presentation that the constant repetition so necessary to make each word a part of his own vocabulary does not bore him.

Supplying the needs of the young deaf child in his first five years at school is our goal in the present project. Confining the word list to nouns that are easily illustrated and classifying the nouns so that a child may find the name of something he had for breakfast without looking through the entire unit of some five-undred words, more or less, does not mean that this is the sum total of our vocabulary project. With a basic unit started the plan can grow and grow until even the advanced department can have its own units and the simple classification of *Animals* can be grouped and regrouped as domestic, wild, fur-bearing, hibernating, herbiverous, carniverous, amphibious and in many other ways. It goes without saying that vocational departments should have units covering the names of tools, machinery and processes used.

In picturing the nouns on this list no action should be shown, for the next step would be to illustrate the verbs taught during the first five years in a school for the deaf. Verbs, of course, will be more difficult and more compli-

cated. That someone else has been thinking along these lines is evidenced by an article in the June, 1944 issue of the *Volta Review—A Verb Device* by Josephine Bennett of the Lexington School. This is her own adaptation of the McKee Method, a pictorial method of language teaching that was introduced by N. B. McKee when he was superintendent of the Missouri School. After his death in 1911 the method was discontinued. Miss Bennett has revived it, adapting it to her work in the Lexington School only so far as it concerns the verb. She has given the idea to us in an illustrated article so that any teacher with the time and the inclination can make a similar device for use in her own classroom. There's a tremendous amount of work involved—even the wall charts are "teacher-made," and there's ample use for a picture collection if one doesn't happen to be an artist. But why must we teachers of the deaf do all such things the hard way?

We have a Convention of American Instructors of the Deaf, normally meeting biennially, with elaborate programs for raising the standard for teacher qualifications in our field, and for improving the academic and vocational instruction as well as the home life in residential schools. Here we come into contact with teachers of the deaf from all over the country who give freely of their experience in order to help all the rest of us. Then, filled with a host of new ideas and brusting with enthusiasm, we each go back to our respective schools and work things out *on our own.* Of course, there is co-operation within the school and if any teacher needs help in carrying out her plans she gets it from her fellow-teachers and from the head man down to the janitor. We have splendid co-operation within the school, but what we need is more active co-operation *among the schools.* The classroom teacher gets help from other schools by reading excellent articles in the *Volta Review,* or the AMERICAN ANNALS OF THE DEAF, or the *Journal of Exceptional Children,* or any number of professional magazines in the educational field. But when she wants to try out this or that idea she has to do all the work *on her own.* She cannot go to the library and get a school supply catalogue and fill out

a requisition for ready-made materials needed, simply because they aren't listed.

Schools for the Deaf are lagging behind! There should be a great variety of tried and true methods, materials and devices, passed upon and approved by a central committee in the Conference of Executives of American Schools for the Deaf. Such committee might act as a clearing-house for teacher-initiated ideas for improving instruction. Acceptable devices of proven value should be published and made available for the over-worked teacher of the deaf, who now-a-days spends her so-called vacations in summer school, or wth apologies to Dr. Peet, we may say, "It is but a trifle over a centnry and a quarter since all of our teachers were reduced to the necessity of searching for, cutting out and mounting their own picture vocabularies."

In arranging a word list for this purpose I find it most expedient to adhere to classifications. It seems the most practical way for both the child and the teacher to use the picture file. One of the most interesting ways in which a young deaf child learns to use newly acquired words is to classify them under WHO and WHAT as outlined by Miss Fitzgerald in *Straight Language*. A list of words comprising fruits and vegetables might make a very difficult lesson, but even a slow learner would have little trouble in properly grouping a bunch of pictures on the back of which he could find the names. And how he delights in such exercises as:

Cross out the word that does not belong here:

train	bus	boat	house	airplane
hat	chair	coat	gloves	shoes
calf	lamb	colt	kitten	doll

All of which goes to show that classification in itself can be an absorbing pastime.

The pictured vocabulary is not printed in a book which is bound and unchangeable unless revision is made with a complete new edition. The unit is so flexible in the card form described above that it should never be considered complete and final. It may be unwise even to designate grade placement for the words. Some schools have three years of pre-

paratory work before they consider a child ready for the first grade. In such cases a five year vocabulary would carry through the second grade, while it would go as far as the third or fourth grade for a school that has but one or two preparatory years. In any case such markings should be inconspicuous and in symbols rather than figures, possibly a circle for preparatory years and a star for the grades: 000**. Thus, when a card contains only two circles it is a new word introduced in the second year, while all five symbols would be a fifth year word. Nevertheless, each primary class should have a complete unit. If being exposed to all these words at the outset tends to accelerate the child's progress who is going to complain?

Although I am calling this basic picture unit a five year vocabulary it must be remembered that it could not possibly contain all the nouns taught during the first five years in school. How could one picture the words *joke, brother, day, mistake,* or *promise?* There are numerous abstract nouns that cannot be illustrated but must be taught. Likewise there are obvious reasons for omitting certain words that are among the first learned by a deaf child. In this unit the word *woman* rather than *mother* is used, and *man* instead of *father.* Relationships form the basis of a lesson that calls for snapshots or photographs of real persons. The words *superintendent* and *principal* might be printed on the back of cards and the picture space reserved for real photographs.

The words listed below under various classifications need not be rigidly grouped as I have placed them. Cards may be taken from any group and rearranged to teach the different ways of forming the plural or for any other purpose the teacher has in mind.

Articles of Food

biscuit
bread
butter
cake
candy
cheese
cookie
cracker
cream
egg
fish
gravy
gum
honey
ice cream
jello
jelly
meat
muffin
nut
oatmeal
peanut
pepper
pie
popcorn
rice

salt
sugar
syrup
vinegar

Fruits

apple
banana
blackberries
cherries
cocoanut
grapefruit
grapes
lemon
orange
peach
pear
pineapple
plum
prunes
raisins
raspberries
strawberries

Melons

canteloupe
honey dew
muskmelon
watermelon

Vegetables

*asparagus
bean
beet
cabbage
carrot
*cauliflower
*celery
*corn
cucumber
*lettuce
onion
parsnip
pea
potato
pepper
pumpkin
radish
*spinach
*squash
sweet potato
tomato
turnip

Beverages

beer
cocoa
coffee
juice (any fruit)
lemonade
milk
orange juice
pop
punch
tea
tomato juice
water

Articles of Clothing

apron
bathrobe
belt
button
cap
coat
dress
galoshes
garters
gloves
hair ribbon
hat
mittens
night gown
overalls
pajamas
pants
rain coat
rubbers
scarf
shirt
skirt
shoes
slacks
slippers
smock
snow suit
socks
stockings
suit
suspenders
sweater
tie
underwear

Parts of the Body

ankle
arm
back
cheek
chest
chin
ear
elbow
eye
eyebrow
eyelash
eyelid
face
finger
fingernail
foot
forehead
hair
hand
head
heel
knee
lip
leg
mouth
neck
nose
shoulder
stomach
tooth
throat
thumb
toe
toenail
tongue
wrist

People

baby
boy
Boy Scout
girl
Girl Scout
Indian
man
negro
woman

People in Occupations

artist
baker
barber
bus driver
butcher
carpenter
clown
conductor
dentist
doctor
dressmaker
druggist
electrician
engineer

* Vegetables which have no plural form.

factory worker
farmer
fireman
grocer
laundress
librarian
milkman
nurse
pilot
policeman
postman
*principal
sailor
soldier
*superintendent
teacher
truck driver
waitress

Animals including Insects, Birds and Fowls

ant
bear
bee
bird
bug
butterfly
calf
camel
cat
chick
chicken
colt
cow
cub
dog
duck
elephant
fish
fly
frog
giraffe
goat
grasshopper
hen
hippopotamus
horse
kitten
lamb
lion
monkey
mouse
owl
pig
pony
puppy
rabbit
rat
rooster
sheep
snake
spider
squirrel
swan
tadpole
tiger
toad
turkey
turtle
worm
zebra

Buildings

barn
church
dormitory
garage
gym
house
hospital
library
school
store
tent

Pertaining to Buildings

attic
bathroom
bedroom
ceiling
cellar
chimney
diningroom
door
floor
fireplace
furnace
hall
house
kitchen
livingroom
porch
roof
screen
shutter
stairs
wall
window

Things in a House

basin
bathtub
bed
blanket
bookcase
buffet
chair
chest
china closet
closet
comfort
cupboard
curtains
davenport
desk
dressing table
floor lamp
mattress
napkin
piano
picture
pillow
pillow case
quilt
radio
rug
sheet
shelf
sink
springs
stove
table
table cloth
table lamp
toilet
wash bowl
wardrobe
window shade

Things Outdoors

bridge
bush
cloud
field
flower
grass
ground
hill
ice
leaf
moon
mountain
park
plant
pond
puddle
rain

* Picture space reserved for photograph.

rainbow
sidewalk
sky
snow
star
stick
stone
street
sun
tree
vine
wind
yard

Transportation

airplane
automobile
baby carriage
bicycle
boat
bus
car
ice skates
motor cycle
roller skates
ship
sled
train
tricycle
truck
wagon

Toys

ball
balloon
baseball
basketball
blocks
building toys
doll
drum
horn
jacks
jumping rope
marbles
skates
sled
slide
swing
top
toy animals
transportation toys

Things to Use

ax
basket
blackboard
blotter
book
bottle
bowl
box
broom
brush
calendar
chain
chalk
chart
clock
coffee pot
comb
crayons
cup
dish
flag
fork
funny paper
glass
glue
hammer
hearing aid
ink
iron
kettle
key
knife
ladder
letter
locker
magazine
map
match
mirror
money
mop
nail
napkin
needle
nest
newspaper
paper
paste
pen
pencil
pin
plate
postcard
saucer
saw
scissors
screw driver
sewing machine
shovel
soap
spoon
stamp
suit case
teapot
telegram
telephone
thread
tooth brush
tooth paste
tooth powder
towel
trunk
typewriter
valentine
watch

Reading for the Deaf

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READING is one of the foundation subjects. It is an important skill for everyone and especially for the deaf. In surveys of many of the schools for the deaf we find that the reading skills and appreciations are far below those of average hearing children. This is due mainly to one reason. The deaf child has no basis for development of reading. His lack of language makes it hard for him to comprehend reading.

The average child has been read to a great deal in the home. He has "heard" reading and, when he is mentally and physically ready to read, it is a normal process for him. The deaf child, on the other hand, must have language before he can be expected to read with comprehension. A sound knowledge of verb forms, prepositions, pronouns, and nouns prepares the deaf child for an enjoyable understanding of books. It is likely we tend to give deaf children reading material that is too hard for them. We are anxious for them to begin reading and often before they are ready. Consequently, we have a great number of remedial problems. The hearing child naturally understands the meanings of simple nouns, pronouns, prepositions, and verbs, but the deaf child has only hazy concepts if any at all, and these concepts have to be clear if he is to do any valuable reading. As we see the deaf child grow in language comprehension, so shall we see him grow in reading comprehension.

Then, too, the deaf child's experiences are limited. If he lives in the school, he goes out with a group and his own personal experiences are overshadowed. If he goes with his parents, there is often no follow up of discussion or explanation. The deaf child learns far later than the hearing child the names of different objects and places. Therefore, it is one of the most important tasks of the schools to provide for the deaf child a great number and interesting variety of experiences. The responsibility falls on the teacher who

should plan experiences at definite intervals, to be followed by thorough explanation and vocabulary building. Bulletin boards in the schoolrooms and play rooms can provide a great amount of interest. Personal items always appeal to children, and it is in reading about themselves that children learn to read.

Vocabulary building and drills are important in teaching reading to the deaf. Words must be drilled upon until they become a natural and automatic part of the child's reading vocabulary. We must teach him the names of many, many common objects that a hearing child knows naturally. Everything should be labeled so that the deaf child unconsciously acquires a great part of his reading vocabulary.

Technical procedures for teaching reading to the deaf child are virtually the same as those used in teaching the hearing child. We demand his absolute attention. We give him written directions to be followed in specific order. We teach him to guess the meaning from the content. We teach him to distinguish between similar and dissimilar words. We teach him to watch for details. And we develop his powers of memory.

If we find that the deaf child is of average mental ability, then we can set about the problem of teaching him to read with comprehension. We must be very careful not to swamp him with too much or too difficult material. For, if he does not meet with success and praise in his first attempts, he may become discouraged and never learn to read. If a child is mentally able to read yet fails, it is our fault. We have not studied our problems thoroughly and we expect the deaf child to comprehend and assimilate too much.

Outline for a Reading Program

Outlined below are a number of suggestions and ideas which may be helpful in preparing a reading program for deaf children.

I. Reading Objectives
   A. To provide a basis for all future learning
   B. To develop the ability to get the thought from the printed page

C. To develop a permanent interest in reading
D. To enrich life and enlarge experiences

II. Reading Readiness

A. Definition

"Reading readiness" determines whether or not a child is ready to read.

B. Important Qualifications

1. Average mental capacity
2. Emotional adjustment to home and school
3. Background of varied experiences
4. Knowledge of left and right
5. Ability to follow simple directions
6. Ability to solve simple problems
7. Ability to remember events in sequence
8. Awareness of objects
9. Ability to see likes and differences

C. Development of Qualifications

1. Average mental capacity
   a. Give approved mental tests
      Pintner-Paterson Performance Scale
2. Emotional adjustment to home and school
   a. Study home background
      (1) Seek co-operation of the parents
   b. Study child's adjustment to school life
      (1) Provide materials for the play rooms
      (2) Seek co-operation of the counselors
3. Background of varied experiences
   a. Encourage and satisfy the child's interest.
   b. Take trips to the zoo, park, post office, lakes in the park, pet shop, farm, church, library, garden, etc.
   c. Make boats, kites, airplanes, paper hats, party decorations and favors, soap bubbles, scrap books, calendars, etc.
   d. Plan and have parties.
4. Knowledge of left and right
   a. Give handedness test.
      (1) Do not attempt to change a child if he is naturally left-handed.

b. Play games that necessitate the use of left and right.
c. Draw pointer from left to right under sentences, phrases and words on charts and blackboard.

5. Ability to solve simple problems and follow directions
   a. Insist upon attention.
   b. Have children watch, then make for themselves simple hats, boats and kites.
   c. Play games with imaginary problems.
   d. Play games with objects.
   e. Insist upon completion of one problem before another is begun.
   f. Tell stories with pictures and have children find certain pictures that tell certain things.
   g. Plan and organize all games and activities.
   h. Tell stories and have children draw a picture of what happened.
6. Awareness of objects
   a. Place suitable pictures around the room at the level of the child's eye.
      (1) Write one simple sentence under each picture.
      (2) Change pictures often.
   b. Have a reading table.
      (1) Choose books with large pictures and simple detail.
   c. Bring in durable and large toys.
      (1) Introduce one at a time.
      (2) Suggested toys: Rubber balls, sets for sand piles, tricycle, big blocks, doll carriages, doll beds, chairs, tables, dolls, logs, saws, hammers, airplanes, singing top, cars.
   d. Have some kind of pet which the children may care for.
   e. Have flowers or plants to be taken care of.
7. Ability to see likes and differences

a. Help children to compare color, size, form and texture of objects.
b. Use puzzles.
c. Paste labels on objects around the room.
d. Teach the children to recognize their names.

8. Ability to remember events in sequence
   a. Tell and dramatize stories.
   b. Play games using the sequence idea.
   c. Tell a story and write events on the board as they happened.
   d. Give directions to be followed in specific order.

III. Reading Curriculum

A. Functional Reading for All Grades
   1. Present new words in interesting content.
   2. Make new words a part of sight vocabulary by supplementary activity.
   3. Help the child to learn the meanings of new words by guessing from content, by visual and phonetic analysis.
   4. Correlate reading with actual experiences.

B. Primary Reading
   1. Background of experience
      a. Have parties.
      b. Take trips.
      c. Give plays.
      d. Make posters.
      e. Make a snowman.
      f. Bring pets to school.
      g. Make simple toys and favors.
      h. Go to a circus.
      i. Build a doll house and furnish it.
      j. Build a store, post office, pet shop.
      k. Observe holidays.
   2. Ability to solve problems
      a. Tell part of a story and have the child tell how he thinks the story ends.
      b. Ask often the question "Why?"
      c. Ask questions about the stories.
      d. Give written directions.

3. Desire to learn to read
   a. Have a reading table and change books at definite times.
      (1) Have the children help to select the books for the table.
      (2) Keep a record of the books read.
      (3) Encourage the children to pick up books and read for fun.
      (4) Select books on the reading level of the group.
      (5) Select books with large print and with not too much on a page.
   b. Mount pictures with short stories on the bulletin board.
   c. Make charts and books of the child's experiences.
   d. Tell and dramatize stories.
4. Growth of vocabulary
   a. Introduce new words in chart stories about individual children.
   b. Provide adequate supplementary material containing new words.
   c. Play matching games with words and familiar pictures.
   d. Learn the names of all the objects in the room.
   e. Have frequent preposition drills
      (1) in, on, under, over, around, near, by
   f. Learn specific words used in work books.
      (1) color, draw, write, paste, cut, a line, a circle, a ring, a cross
   g. Use picture dictionaries.
5. Ability to hold in mind series of ideas
   a. Draw a simple picture, erase, and have the children draw the same from memory.
   b. Use pictures to tell a story and later have the children put up the pictures in correct sequence.
   c. Tell stories with objects and have children retell them with the same objects in the same sequence.

d. Give directions, erase, and have children follow them from memory.
e. Tell and dramatize stories.

6. Development of word consciousness
   a. Give drills on words varying minutely in form; *i.e.*, house, horse; bell, ball; picture, pitcher.
   b. Play games; *i.e.*, finding small words in large words.
   c. List like and unlike words.
   d. Use picture dictionary.
7. Organization of reading material
   a. In selection of reading material, consider:
      (1) Types of sentences and concepts involved
      (2) Vocabulary duplication
      (3) Interest to the child
      (4) Size of print
      (5) Number and type of pictures
   b. Provide a large amount of easy reading.
   c. Give work books only after children know how to use them.
      (1) Precede by much drill on following directions.
   d. Read and discuss as a group, preprimers and primers.

C. Intermediate and Advanced Reading
1. In planning reading for intermediate and advanced grades, the selection of books is most important.
   a. Range in difficulty should be from two grades below to two grades above the group.
   b. There should be a wide range of subject matter.
   c. Stimulate reading as a leisure time activity.
   d. Select contemporary and modern books.
2. Basic reading textbooks
   a. Select basic sets to be used throughout all grades.
   b. Select modern basic readers that appeal to the interest of the children.

c. Select readers that are not marked for specific grades.

3. Continue experiences.
   a. Keep individual books.
   b. Make class books.
4. Continue vocabulary building.
5. Continue directions.
   a. Give suitable work books.
   b. Give more complicated directions to be followed in specific order.
6. Concentrate more on individual readers.
   a. Discover remedial cases.
   b. Ask for short book reports.
   c. Ask questions for comprehension.
7. Correlate reading with all other subjects.
   a. Arithmetic language problems
   b. Science stories
   c. Geography stories
   d. History stories
   e. Health stories
8. Provide a large amount of easy interesting material.
   a. Don't give material beyond the comprehension of the child.
9. Plan bulletin board work.
   a. Write up interesting news events.
      (1) Change daily.
      (2) Give responsibility of finding news to different children.
   b. Simplify and illustrate famous stories for children.

IV. Remedial Reading

A. Determination of Remedial Groups
   1. Gates Reading Tests
   2. Teacher observation
   3. Measure of skills, attitudes and appreciations

B. Method of Improvement
   1. Daily short drills
      a. Gates Remedial Exercises

b. Completion tests, true and false statements, yes and no tests
c. Vocabulary tests
d. Language check ups

2. Study of social and personality difficulties
3. Directions calling for accurate reading with close attention to details
4. Provision of a large amount of easy interesting material
5. Great amount of bulletin board work
6. Individual help in acquiring skills
7. Short book reports

SUGGESTED BOOKS FOR A PRIMARY READING TABLE

A. B. C. of Barbar. By Jean De Brunhoff. (Random House, New York)

Alphabet and Numbers. Illustrated by Elizabeth Tiddes (Grosset & Dunlap, New York)

An Airplane Ride. By Helen S. Read. (Chas. Scribner's Co.)

Ask Mr. Bear. By Marjorie Flack (Macmillan Co., New York)

Busy Days. (Samuel Gabriel Sons & Co., New York)

Box of Books. By Romney Gay. (Grosset & Dunlap, New York)

Carlotta. By Ella Maie Seyfert. (Crowell)

Cousin Toby. By Claire Turlay Newberry. (Harpers Bros.)

Crybaby Calf. By Helen and Alf Evers. (Rand McNally & Co.)

Ezra the Elephant. By Marjorie Barrows. (Grosset & Dunlap)

Five Little Playmates. By Romney Gay. (Grosset & Dunlap)

Inky & Pinky. By Charims. (Grosset & Dunlap)

Jeremy Gray. By Romney Gay (Greenberg)

Jock & Jill. By Maida Huncket (Grosset & Dunlap)

Little Duck. By Marjorie Barrows. (Grosset & Dunlap)

People Who Come to Our House. By Clare Ingram Judson. (Rand McNally)

Pussy Pussy. By Ann Stoddard. (Merrill Publishing Co., Chicago)

Story Hour Readers Book I. By Coe and Christie. (American Book Co.)

Susie, A Shy Little Mouse. By Ruth Wittner. (Harter Pub. Co., Cleveland)

The Little Brown Bear. By John Gruelle. (M. A. Donahue & Co., N.Y.)

The Little Family. By Lois Lensky. (Doubleday Doran & Co., N.Y.)

The Snow House. By Marion Johnston. (E. P. Dutton & Co., N.Y.)

Ting Ling and Mee Too. By E. Keto. (Grosset & Dunlap)

Tobe. By Stella Gentry Sharpe. (University of North Carolina Press)

Wag & Puff. By Marjorie Hardy. (Wheeler Publishing Co., Chicago)

Wags & Woofie. By Aldredge & McKee. (Athenaeum Press, Ginn & Co., Boston)

Yip and Yap. By Ruth Dixon (Rand McNally & Co.)

Machine Skills for Utah's Deaf

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STEEL and other metals industries are booming in Utah, and plants to change the raw metals into commercial products are moving nearer their source of supply. As a result the Rocky Mountain area and the West Coast are loudly calling for skilled machinists. While a great deal of the present demand for skilled metal workers comes from the war industries—aircraft factories, shipyards and armament plants—postwar industry promises good jobs and pay to men trained to build with metals in the approaching "Air age."

With the majority of physically normal young men in the armed forces, the call for help turns more and more toward the so called handicapped groups. Utah is taking advantage of this opportunity by offering its deaf pupils expert and thorough training in machine shop skills.

Deaf schools throughout the country do not have sufficient enrollments to justify the expense involved in purchasing and operating the many pieces of modern intricate machinery now dawning upon our industrial world.

Therefore, realizing that the up to date machine shop cannot be taken to the school for the deaf, the school for the deaf must be taken to the machine shop if the highest quality of training is to be extended to its pupils.

The Utah School for the Deaf is situated in Ogden which is one of the outstanding war training centers of America. Among other things this training program brought to Ogden one of the finest and most completely equipped machine shops to be found in any section of the country.

This program was centered at Weber College for administration. The machine shop lies but eight blocks from the School for the Deaf, a distance not much greater than buildings on the same campus of some of America's larger educational institutions.

Weber College ordinarily has an enrollment of around

1500 students and specializes in terminal courses. That is, it offers courses of one and two years designed to equip its pupils with the essental skills and knowledge to place them as leaders both in the vocational and social world.

War needs vastly expanded the college's facilities and short courses given in connection with the national program are being given to man the many war plants of the vicinity with the essential skilled workers.

It was realized that the customary machine shop training as given as part of the war program could not sufficiently train the average deaf youth for a permanent position in a highly competitive field. First, a deaf worker often needs superiority in skill to hold his own on a job with normal workers. His employer may not even give him a chance to demonstrate his value unless he possesses this advantage. Also, the instructors in machine shop training could hardly be expected to understand the special problems in training deaf workers. Therefore, the only way to give the deaf boy a thorough and complete training was to expand for him the course as ordinarily given to the war workers, and place him under the instruction of skilled but understanding teachers. This was accomplished by close co-operation between the administrators and instructors of Weber College and the State School for the Deaf.

President H. Aldous Dixon, of Weber College, a gentleman of long range vision and pronounced sympathies for the handicapped, is convinced that for any community to realize its greatest joy and success means to give each citizen an opportunity to skillfully serve to the best of his ability. Training makes this service possible, and can compensate for handicaps such as brought about by loss of hearing.

The possibilities of rendering valuable aid to industry and society by giving deaf pupils the best available training were studied jointly by the departmental heads of the two institutions.

It was felt that inasmuch as both schools were State supported and existed for the betterment of all citizens of the State, ways and means should be worked out to accomplish the greatest amount of benefit to all without concern as to

whether or not any selfish interests of one school or the other might receive special benefit. It was this type of co-operation which made the training program for the deaf possible, and it is this type of co-operation that is needed in all walks of life today if we hope to build a happier, more sound post war society.

With enthusiasm equal to that of President Dixon's, Dr. Robert A. Clarke, Director of Vocational Education at Weber College and Mr. Lorenzo Petersen, Assistant Director together with Mr. Harold W. Green, head of the Vocational Department at the School for the Deaf, planned a course of study for the pupils.

James McCormac, head of the Weber Machine shop, and a master both in machine skills and as a director of youth was assigned to the instructor's task. He adjusted to the new situation and won the admiration, confidence and understanding of his fifteen deaf pupils in the short time of two or three class periods, and with only limited help from Mr. Green of the School for the Deaf. President Dixon is of the opinion that if his Scotch accented assistant can't do the job in metal work, it just can't be done.

At first Mr. McCormac was really kept hopping from machine to machine, as noises spelling trouble emitted first from one machine and then another. To save steps he soon hit upon the idea of using his flashlight to shine in a pupil's eyes as a stop signal. While it may have taken these boys deprived of hearing a bit longer to sense mal-operation of their machines, it was remarkable how quickly the senses of feeling and sight came to their rescue. After a few class periods they were performing their lessons as skillfully or better than would so-called normal boys of equal age. As Mr. McCormac said, "They took to the machines like ducks to water."

The question as to how these pupils might be properly enrolled was encountered. At first plans were made to include them as part of the war training program. However, the decidedly limited, short intensive courses thus offered were deemed unsuitable for attaining the goal of giving these deaf pupils a thorough but well rounded vocational program.

It was therefore, decided to enroll them, if possible, in the regular Arts and Industries Department of the college.

With this came the problem of tuition. The State law required tuition to be paid except in cases of scholarships. The budget of the School for the Deaf could not bear the payment of such fees, nor could the college be so free with its scholarships The State Department of Vocational Rehabilitation was called upon, not only for advice, but for possible financial aid.

Dr. L. B. Harmon, director of Vocational Rehabilitation, saw the the inevitable benefit to the State's program in this work if these boys could be directed by this plan into gainful and permanent positions in industry. The employment records of machinists graduated from Weber College courses left little if any doubt in this regard. It was evident that good paying jobs awaited those completing the course. By considering each boy as a separate case and by studying his personal qualifications and his established vocational goals, it was determined which of the boys qualified as rehabilitation students. Those qualifying could receive tuition payment through Dr. Harmon's department. Those without established vocational aims, and who were not taking machine shop training with the specific view of entering industry as machinists at the termination of the course were granted scholarships subject to excellence of work at both the School for the Deaf and the Weber Machine Shop.

The vocational rehabilitation program offers practically unlimited opportunities to those qualifying for its aid. Not only does it offer guidance and financial backing for the best possible training, but it supplies the necessary books and tools to be used in such training. Once the formal school courses have been completed the rehabilitation department is authorized to furnish the tools or equipment needed in the actual vocational venture. It may pay transportation to additional training centers or to places of employment. Also, if it is determined, for example, that a deafened person can profit vocationally by using a hearing aid even this may be furnished free of cost to the prospective worker.

The possibilities available through correct guidance in

schools for the handicapped and by effecting close co-operation among existing state and national agencies causes one to realize that the day of opportunity for many of the physically handicapped is here.

This program of co-operation by the Utah State School for the Deaf, Weber College and the Department of Vocational Rehabilitation was heartily sanctioned and approved by State Superintendent of Public Instruction Charles H. Skidmore and the entire Utah State Board of Education under whose guidance they operate.

What Utah has accomplished other states can do, first by realizing the offerings of various existing state departments and second by effecting complete co-operation among them.

Should one visit the machine shop any afternoon, and see the deaf boys studying their blue prints and work outlines, or skillfully fashioning the tools of industry, the thought of their being handicapped would soon vanish. Truly such training so far removes them from the realm of the incapable that their less skilled but so called normal brothers might appear handicapped by comparison.

Since the inauguration of this training for the deaf boys a like program is being offered the deaf girls. The same procedure of enrollment and co-operation is giving the older girls of the School for the Deaf an opportunity to become skilled in the operation of machines used in the fabrics industries. Again good pay and permanent jobs await those who become apt manipulators of power machines, double edgers, stitchers and overcasters. While the ultimate aim of every girl is to become a home maker she must also prepare to take her place in industry at such times as necessity calls, and skills of industry often times are used to advantage in the home. It is even more important for a handicapped girl to know a trade than for the normal girl. The normal girl can more easily select from types of jobs, varieties of entertainment, and social activities than can the handicapped, to whom a skill opens the way to employment, its accompanying host of friends, social contacts and feeling of being a contributor to the destiny of mankind.

By co-operating in unhandicapping those who lack normal physical facilities we also show the way by which many of the world's ills can be conquered.

The boys and girls of the Utah School for the Deaf are profiting because the often repeated advice of Utah's Governor, Herbert B. Maw, is being placed into effect. He pleads that the maximum good for the minimum effort and cost can be accomplished by different agencies forgetting their jealousies and uniting with singleness of purpose for the common good.

Teaching Reading to the Deaf

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FOR MANY years speech, speech-reading, language development, and vocational training have taken the spotlight in education of the deaf. Teachers in training have been required to take basic instruction to prepare them for teaching in these specialized fields. Until quite recently, however, reading has not been given the attention which we are now beginning to realize it merits. A child's success in the advanced grades, his continued success in high school and in higher education depends to a remarkable extent upon his reading ability. The deaf child, who enters a regular high school to compete with pupils possessing normal hearing, is forced to turn to silent reading for a large proportion of his instruction.

When we scan a list of the names of research workers and reading experts who have devoted years to the diagnosis and analysis of reading problems and difficulties of hearing children, we are forced to note in comparison the rather meager attempts which have been made by educators of the deaf along similar lines. Recently, scientific studies in the field have begun to appear and at last there seems to be a general realization that here is a field which, if properly developed, may greatly improve the deaf child's educational achievement in all subjects.

There is no reason why instructors of the deaf cannot profit greatly through a study of the accomplishments of these workers with hearing children. Consideration of their works may reveal the possibility of carrying on similar programs with the deaf and hard of hearing. They have pointed the way, but they have not solved the problem for us. Those who have been in close contact with deaf children must assume responsibility for doing for them what has been done

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and is being done for the hearing child. Certain general concepts regarding reading seem to me just as acceptable as guiding factors for formulating programs for the deaf as for the hearing. Among these we may mention:

1. The present tendency is to think of reading as a functional skill, not merely a formal school exercise.
2. Reading must be integrated with the entire school program.
3. One need not sit and wait for readiness to appear spontaneously. A child can be given specific aids to help him achieve reading readiness.
4. Silent reading means comprehension of written material; therefore, the ability to get ideas must be stressed.
5. Reading is a means of promoting thinking, of developing appreciation, a variety of interests, and wholesome personalities.
6. Every teacher should be a teacher of reading, and reading should be taught in every subject.

Among experimental studies made with the deaf, we find reports on eye movements, speed, and the use of mechanical devices to increase reading ability. While we have no such detailed accounts as Betts has given for hearing children, this type of work shows a trend in the right direction, that educators of the deaf are now entering the field of reading instruction with the scientific attitude. The Missouri School has reported favorable results from the use of the metronoscope and the ophthalmograph. The procedure was most beneficial for very slow readers and for the children who read rapidly with a low degree of comprehension. Those who made the greatest increase in speed also showed an increase in comprehension.

R. G. Brill has written on "The Prognosis of Reading Achievement of the Deaf" and "Measurement of Progress in Reading." *An Experimental Study of the Beginning Reading of Deaf-Mutes* by Helen Thompson should be familiar to every teacher of young deaf children.

In addition to these experimental studies, we find reports by instructors of the deaf who are now laying stress upon

interest, vocabulary development, and beginning reading earlier in the primary grades. There seems to be no reasonable justification for not permitting the reading vocabulary to go beyond the child's lip-reading vocabulary. It has been found that increased growth of comprehension of written material has been accompanied by greater ability to read the lips. It seems that teachers are now beginning to accept the idea that a child's silent reading ability need not be kept within his speaking and lip-reading ability, that increased comprehension of printed material does not limit in any way the child's ability to speak or read the lips.

There seems to have been a tendency in the past to have language instruction precede reading instruction. At present, there seems to be evidence of attempts to reverse this procedure. A hearing child comprehends the meanings of words before he has developed the power of self-expression. It seems natural that the deaf child, deprived of the ability to hear speech, may learn to understand written symbols before he is able to use them to express his ideas. While language and reading are necessarily correlated and interdependent, some distinction should be made between the two for instructional purposes. If we define language as a conventionally acceptable arrangement of words, phrases and clauses used by one to express his ideas and define reading as the comprehension of words, phrases and clauses used by others, it seems logical that reading should become the basis for the development of language usage instead of language instruction being the basis for a reading program. To teach a child to manipulate words and phrases in various mechanical arrangements without awareness of the significance or meaning of the words involved or comprehension of the total idea expressed by the entire group of words may be possible, but it is a futile undertaking and this futility must surely be sensed by the child.

There is no such a thing as general reading ability. Reading is a complex subject composed of a variety of specific skills. It is unusual for a person to be equally efficient in reading all types of material, so measurement of a child's

ability to read one type of material for a specific purpose may give little or no indication of his ability to read other types for other purposes. There is some evidence that deaf children have often become more efficient in reading study type material than in reading recreational or narrative types, which is not generally true for hearing children. Many deaf children are especially weak in ability to do efficient skimming.

In setting up an effective reading program for upper grade pupils, one should keep in mind the following objectives: The development of vocabulary, growth in the ability to secure meaning from sentences, to get the main idea or central thought from a paragraph, ability to note details, to follow directions, to make inferences and to draw logical conclusions from given facts, the development of a normal rate of speed for various types of material, and growth in literary appreciation.

The Gates-Peardon Practice Exercises have been found useful for developing some of these skills and most of them can be taught by the use of specific types of questions centering attention upon the particular aspect of reading that one is trying to emphasize. Questions should be phrased so that comprehension of the material rather than matching of words or phrases is required.

In order to accomplish these objectives with upper grade children who are extremely retarded, remedial programs should be planned for teaching reading. Such instruction involves the following items:

1. The use of diagnostic tests to determine each child's specific difficulties.
2. The use of strict vocabulary control in all materials.
3. Material suitable for each child, with content appealing to each child's interest.
4. Overcoming resistance to practice in reading.
5. Training in developing the power of concentration.
6. Overcoming the sense of failure and building up confidence in final success.
7. A continuous testing program to estimate progress.

8. Constant stress on meaning, impressing pupils with the fact that words and groups of words are used for the purpose of conveying ideas.
9. Practice in speeding up if the child is exceedingly slow. However, this should never be at the expense of comprehension. One should also keep in mind the fact that the most efficient readers vary their speed most, according to the type of material being read.

Numerous short selections should be used extensively and these should cover a variety of types of reading material. One advantage in using short exercises is the possibility of completing one or more during a class period so that interest does not lag as may be the case when the trend of thought must be carried over from one period to another. The child also derives satisfaction from having completed a whole story. Since these exercises can be read rather quickly, a large number of daily scores can be accumulated in a short time, and if these are kept on progress charts always available for the child's inspection, he can watch his daily improvement. This is a sound means of motivation. Many standardized tests do not reveal slight improvements, but these daily records show the child his day by day advancement.

Of course, there should be supplementary material of greater length and constant encouragement of an increased amount of free reading. In this respect, we are handicapped by the difficulty of securing adequate amounts of the right kinds of material.

It seems that the backbone of the entire program is vocabulary development, for none of these skills can be satisfactorily taught to a child who has an extremely inadequate vocabulary. William S. Gray has said that a meaning vocabulary correlates more highly with achievement in silent reading than any other factor studied except intelligence. Experiments show that systematic efforts on the part of teachers to enlarge the meaning vocabularies of students and to clarify concepts, materially increases the reader's efficiency. There can be no real comprehension of reading material without an understanding of at least a majority of the words used. Accuracy of thinking depends to a large extent upon the clarity and exactness with which one under-

stands the significant meaning of words. Since we know that an inadequate vocabulary is a serious weakness among many deaf children, this is one phase of reading which should be attacked consistently, persistently and co-operatively throughout every school.

Closely associated with vocabulary development, is the problem of appraisal of the vocabulary burden of various textbooks. A great deal of work has been done in this field for the hearing, but it seems to have been neglected by educators of the deaf. It has been found that many books are far too difficult for hearing children in grades in which the books are placed. Some books contain stories ranging from about third to seventh or eighth grade difficulty. When we realize that this is true for hearing children, we may sympathize with deaf children who are confronted with similar types of books. When we pronounce deaf children incapable of achieving any high degree of success in reading, without first exposing them to the best scientific procedures known in the field of reading, we are condemning them for what we, their instructors, have failed to do.

An ideal situation seems to be one in which a steady progression in vocabulary development is accompanied by books of proportionate increase in difficulty. To select certain facts from books and to teach them parrot fashion does not increase the child's ability to use books independently. The difficulty of a text should be on such a level that the child can, with a reasonable amount of guidance and direction from his teacher and skilled dictionary usage, secure meaning from the book. As he progresses through the grades, he should become more independent of the teacher, more capable of reading with understanding.

Fortunately, books with controlled vocabularies are now available for use in the primary grades, so that teachers may know the exact number of new words being presented on each page. Unfortunately, not enough books have yet been made available for intermediate and upper grades. When some research organization undertakes on a large scale the appraisal of the vocabulary burden of books to be used by upper grade deaf pupils, order may perhaps be brought out of what now appears to be a very chaotic condition. There

seems to be an urgent need for work along this line. However, it will have to be a co-operative undertaking for it will be too great a task to be successfully conducted by any one individual.

The Alexander Graham Bell School in Cleveland started some experimental work along this line in 1942-43. An attempt was made to determine the vocabulary burden of a certain number of pages in two texts used in the eighth grade. The subjects for the experiment were pupils who were considered very slow learners. When they entered the seventh grade, their reading ability was so deficient that the regular text in Social Studies was entirely too difficult and a much easier text had to be substituted. Attempts were made throughout that year to increase their reading vocabulary and other reading skills. In the eighth grade, when the experiment was made, they were using the regular Social Studies textbook for that grade.

Through the use of individual cards, the pupils made a page by page survey of the book, writing down all words which they did not understand, that is, the meaning of words in the particular context in which each was used. At first, some of the poorest students listed very few words. Vocabulary tests were made for each page. These tests included all words listed by the pupils and any additional words about which the teacher felt any doubt. The pupils were shown that they were not selecting words carefully if they missed more by test than they listed. This idea was conceived to the extent that on succeeding tests, the number of words missed agreed very closely with the number listed by each individual child. Since learning the meanings of words eliminated the necessity of repeated listing of the same words, there was strong motivation for vocabulary development.

Albert Harris has said that work-type material is not too difficult if it has no more than five unfamiliar words per running hundred. According to his estimate, the book analyzed was not extremely difficult for the average pupil in the class. Only sixteen of the two hundred pages analyzed had an average difficulty of more than five unfamiliar words per running hundred.

A SUMMARY OF WORDS LISTED

Thorndike rating	Listed once	2–9 times	10–19 times	20–more times	Total
1000	67	107	32	13	219
2000	71	169	66	53	359
3000	35	159	72	21	287
4000	31	109	45	17	202
5000	22	107	20	10	159
5,144 to 10,000	45	172	43	9	269
Not listed in 10,000	68	271	16	1	356
Total	339	1094	294	124	1851

In a similar way, one hundred and four pages in a reading textbook were analyzed. According to Harris, material for practice in reading should have no more than two or three unfamiliar words per running hundred. We found that seventy-seven of the one hundred and four pages in this book had more than three unfamiliar words per running hundred for the average pupil. This means that the poorest readers were faced with a still larger proportion of unfamiliar words.

This indicates a much greater weakness in general vocabulary such as one finds in recreational or narrative type material than in technical vocabulary such as we encountered to a large extent in the social-studies text. This is contrary to what is generally accepted as being the case with hearing children, who find study-type material in textbooks more difficult than material in readers for the same grade.

When we offer books of unknown difficulty to pupils whose specific abilities in various reading skills are unknown, we are obviously working by the trial and error method. This method has been tried too long without success. Now it seems to be time for us to offer books of known difficulty to pupils of known abilities. By doing this, we may lead the children gradually but continuously toward increased success in reading. We must beware of killing all interest in reading by expecting our pupils to bridge too wide a gap, or by being content to let them continue permanently in the primary stages of reading. Ideally, a book should be of sufficient difficulty to stimulate a child, but not so excessively difficult that it will stifle him.

Editorials

L. M. E.

IT IS REGRETTABLE that the January issue came out so late. We also regret the delay in the mailing of the March issue. A real effort is being made to get future issues in the mails on time.

Copy for the September issue should be in our office by May so that the contents can be set up in time to be included in the final Index which it is hoped will be out in November. We hope to uphold the high standards of material contained in the ANNALS down through the years. Articles for publication will be gratefully received and carefully considered. Material will be selected which will appeal to teachers in primary, intermediate, and advanced academic classes; to vocational teachers; to leaders in the extracurricular field; to those primarily interested in research problems in our profession; to administrative heads of all schools, and to the layman who wants to know what is taking place in the field of education in our schools today. Webster defines "Annals" as "a periodic publication, containing records of discoveries, transactions of societies, etc." In our work today we are constantly making "discoveries" and "transactions" are continually taking place. A record of these should be in the ANNALS. We await your pleasure.

Rebuilding our Stock-pile of ANNALS—Schools and teachers in our schools can render a real service to the profession by sending in back numbers of the ANNALS if they have no further use for them. There are certain numbers which are needed more than others. At the present time the following copies are especially needed: September 1928, March 1922, and January 1918. If a complete set were to be furnished, it would be necessary to find all numbers for the following years: 1851, 1852, 1853, 1854, 1855, 1856, 1858, 1859, and 1861. Copies should be sent directly to Dr. Powrie Doctor, Gallaudet College, Washington, D.C., who has charge of this work.

Executive Committee Holds Meeting—The Executive Committee of the Conference of Executives of American Schools for the Deaf met in Frederick, Maryland, on February 14 and 15. The meeting was originally scheduled for Washington, D.C., but was changed when the chairman, Dr. Ignatius Bjorlee, fell and fractured a hip shortly before the meeting was to take place. The meetings were held in his room at the hospital in Frederick. Dr. Bjorlee is making a splendid recovery. Matters of immediate interest to the profession were discussed, particular stress being placed on teacher supply, teacher certification, and plans for the future of the AMERICAN ANNALS OF THE DEAF. Members present included Dr. Percival Hall, President of Gallaudet College, Dr. Ignatius Bjorlee, Chairman, and the following Superintendents: Poore of the Tennessee School, Settles of the Florida School, Brown of the Colorado School, and Elstad of the Minnesota School. Dr. Elwood Stevenson of the California School could not be present.

New School in British Guiana—Through the courtesy of the Rev. F. W. G. Gilby of Georgetown, British Guiana, the ANNALS has received a clipping from a Georgetown paper, describing a very interesting meeting, especially called to promote the establishment of a new school for the deaf in that country.

The clipping deals with the program presented and included remarks concerning the proposed school by Rev. Gilby. We quote:

> The difficulties met with in dealing with a number of pupils of differing ages—mentality and attainment are very great indeed and if one teacher is to be asked to take on from the start as many as a dozen pupils—it is asking a great deal too much. We should start here in B.G. with the ten of whose names and addresses in Georgetown we stand possessed. We already have the assurance of a school room and two trained teachers have sent in their applications and we hope that our friends here in B.G. will come forward and finance the effort and so that it cannot be said that Jamaica and Trinidad succeeded where B.G. did not. The Legislature has received a petition from us that the salary of a teacher shall be paid to the amount of $1,750 or £350 per annum. It is not a very great sum and in the long run should result in the production of a number of useful self-supporting citizens—no longer burdensome to the community but a valuable asset.

The readers of the ANNALS will look forward with interest to the completion of plans for a new school in British Guiana.

South Dakota School Transferred—On July 1, 1945, the South Dakota School for the Deaf will be transferred from the Board of Charities and Corrections to the Board of Regents. The measure calling for the change was introduced in the 1943 legislature and passed in the Senate by a vote of 28 to 6 and in the House by a vote of 74 to 0. On election day the amendment was referred to the people and approved by a substantial majority. We believe this is a decided forward step and that under the new set up the school will be able to make even greater progress than in the past.

A Program for Deafened Ex-Servicemen—An important volume has just come from the press of the Philosophical Library, Inc., publishers, 15 East 40th Street, New York, N.Y., with the title "Rehabilitation of the War Injured." This book of 684 pages, edited by Drs. W. B. Doherty and D. D. Lunes, is a symposium of papers by selected authorities on neurological and physiological pathologies and disabilities resulting from war conditions and war service, and on measures of reconstruction and rehabilitation. A large part of the book, dealing with neurology and psychiatry, reconstructive, and plastic surgery, orthopedics and physiotherapy, is of special interest to the medical expert and surgeon.

A chapter on Malingering considers in part the probabilities of feigned deafness, wherein the medical practitioner is advised on how to detect pretended impairment of hearing.

One full chapter in the section on Occupational Therapy and Vocational Guidance is devoted to Vocational Rehabilitation of the Deaf and Hard-of-Hearing Ex-Serviceman, written by C. G. Bluett, training officer, Bureau of Vocational Rehabilitation of the California State Department of Education. Here it is explained that the main result of loss of hearing in war service, usually from shock or explosion, is the overwhelming sense of desolation and frustration that comes upon the individual, and it becomes the major

task of rehabilitation to transform him "from an agonizing, beaten person, troubled with feelings of inferiority" into a confident, successful, socially participating being.

Although it is quite likely the number and percentage of individuals with marked hearing disability will be greater among veterans of the present war as compared with the first World War, it is also true we have now greatly improved and expanded facilities for the aid of such persons. These facilities include advanced medical knowledge as to control and treatment of hearing disfunction, more effective hearing aids, the educational and social activities of organizations of the hard of hearing, the widespread opportunity to attain skill in lip-reading, and constructive programs of vocational rehabilitation established by the Federal and State governments. All of these conditions now make for greater certainty of adequate adjustment to civil life despite the handicap acquired in war service.

In this broad program, lip-reading remains the foundation. The experience of efforts in World War I is recommended, namely immediate, intense and specific training before discharge from the military service, accompanied by voice and speech training and the use of lip-reading films. The program of rehabilitation also includes re-education of the sense of hearing with amplifying devices for bone conduction, and the fitting and constant use of portable hearing aids carefully chosen according to the expert clinical advice now available. Vocational re-education of the deafened ex-serviceman should no longer be a hit-and-miss affair; to it should be brought to bear all the skill and resources of present-day guidance science, including objective analysis of personal background, physical status, present abilities, training and placement possibilities.

The course of the program thus outlined provides a promising outlook for deafened ex-servicemen (and women), and is as well wise social statesmanship.

The book is listed at a price of $10.00.

Reviews of Publications

JOBS FOR THE PHYSICALLY HANDICAPPED, by Louise Neuschutz. 1944. Bernard Ackerman, Inc., 381 Fourth Ave., New York 16, N.Y. 230 pages.

Mrs. Louise Neuschutz, author of *How to Help Your Hearing,* has written this book not only for the deaf and the hard of hearing, but for all types of handicapped persons. It is written along the lines of an occupational manual designed for people who are teaching handicapped persons, for the handicapped themselves, and especially "to offer to wounded veterans of the war the hope and means of rehabilitation for a useful life." In general Mrs. Neuschutz doesn't seem to believe the deaf, especially those educated in schools for the deaf, need as much rehabilitation as other types of handicapped. She believes the greatest weakness of the average deaf workman is his inability to sell himself to the public, and of the deaf child, his over-protective parents. Mrs. Neuschutz says,

"So efficient have many of the deaf become in their trades or vocations that among the physically handicapped they are considered the best workers. Employers are said to be more willing to accept the deaf than any other group of handicapped people. This is due to several factors. In the first place, the deaf are usually physically able-bodied and can do heavy or light work sitting or standing; in the second place, they can readily be trained to do jobs on which there is a minimum of conference with spoken instructions. The deaf, moreover, have keen observation and are able to concentrate better on their work than most hearing employees. And last, but not least, they are no longer hard to get along with, because of excellent training received in their vocational schools which makes them cheerful and agreeable workers."

Out of 230 pages in the book 2 pages are devoted strictly to the deaf and 5 pages to the hard of hearing. As a manual for rehabilitation the value of the book would be enhanced by a better index, inasmuch as the words *deaf* and *hard of hearing* do not appear whatsoever in the index.

The foreword is by Dr. William Rush Dunton, Editor of *Occupational Therapy and Rehabilitation.*

The book is published by Bernard Ackerman, Inc., 381 Fourth Ave., New York 16, N.Y. Its list price is $3.00.

P.V.D.

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